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ABSTRACT

This pronunciation text is the sixth in a seven-volume series of curriculum materials for the teaching of . English as a second language to adults. The lessons are designed specifically for Asian students and Spanish speakers, focusing mainly on the English sounds that are absent in the non-English languages. The lesson sequence does not reflect a hierarchy of difficulty. The sounds are presented according to the points and manner of articulation for the consonants and the tongue position for the vowels. Each lesson presents a vowel or a consonant pair in contrast, illustrated through drill pictures and facial diagrams. The build-up exercises proceed from minimal pair drills, to phrase dills, to . sentence drills, and provide practice in both listening and production. Facial diagrams and holdup pictures are provided for each drill. Optional drill exercises and sentence exchanges which permit contextual practice are included. Suggested procedures for using the lesson appear on each lesson sheet. A summary chart comparing English sounds with the sounds of Cantonese, Mandarin, Japanese, Korean, Samoan, Tagalog, and Spanish and facial diagram showing the speech organs involved in sound production are included for reference. (Author/PP)

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ASIAN PROJECT

Pronunciation Lessons for Adults

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Volume Six



"BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAF"

PRONUNCIATION LESSONS FOR ADULTS

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Office of Education Grant No. 0EG-71-4409

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DIVISION OF CAREER AND CONTINUING EDUCATION

ADULT BASIC EDUCATION PROGRAM

LOS ANGELES UNIFIED SCHOOL DISTRICT

1971-74

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Los Angeles Unified School District



FOREWORD

"Bridging the Asian Language and Cultural Gap" was initiated as a curriculum-development and teacher-in-service project designed to help the non-English-speaking Asian adult meet his everyday language needs. Funded by the U. S. Office of Education as a special experimental demonstration project, it operates under the Adult Basic Education Program of the Division of Career and Continuing Education of the Los Angeles Unified School District.

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	Lesson 2.	/b/	and	/v/	It's a bat/vat.	
	Lesson 3.	/tš/	and	/dž/	He's choking/joking.	
	Lesson 4.	/f/	and ·	/v/	It's a fan/van.	
•	Lesson 5.	/0/	and	181	It's "mouth"/"mouthe	. "
	Lesson 6.	/0/	and	/t/	They're thighs/ties.	
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	Lesson 8.	/s/	and	/ 0 /	It's a symbol/thimbl	e.
	Lesson 9.	/s/	and	/z/	He's sipping/zipping	; it.
	Lesson 10.	/s/	and	/š/	It's a sack/shack.	
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	Lesson 17.	/uw/	and	/U/	Look at the suit/soo	ot.
	Lesson 18.	/1/	'and	181	It's a bill/bell.	
	Lesson 19.	/ey/	and	18 j	йе has a pain/pen.	



Lesson 20. /ow/ and /2/ It's a bowl/ball. Lesson 21. $/\varepsilon$ / and $/\infty$ / Look at the men/man.

descent 21. $/\varepsilon/$ and $/\varepsilon/$ book at the men/man.

Lesson 22. /æ/ and /a/ It's a map/mop.

Lesson 23. $^{e}/_{>}/$ and $/_{U}/$ It's a buck/book.

Lesson 24. $/\partial$ / and $/\partial r$ / It's a cub/curb.

Lesson 25. $/\partial/$ and /a/ It's a puppy/poppy.

Facial Diagrams

D1 - /p/ D16 - /1/ and /r/

D2 - f/ D17 - iy/ and i/

D3 - /b/ D18 - /uw/

D4 - /v/ D19 - /U/

D5 - /ts/ D20 - $/I/and / \varepsilon$ /

D6 - /dz/ D21 - /ey/

D7 - $/\Theta$ / D22 - /E/

D8 - /\$/ D23 - /ow/ and /2/

D9 - $/\theta$ and /t D24 - $/\varepsilon$ and $/\varepsilon$

D10 - /\$/ and /d/ D25 - /æ/ and /a/

D11 - /s/ D26 - $/\partial/$ and /U/

D12 - /z/ D27 - $/\partial/$

D13 - /s/ and /s/ D28 - /ar/

D14 - /z/ D29 - /a/ and /a/

D15 - /š/

AN OVERVIEW

These pronunciation lessons are designed to aid students of English as a Second Language in improving their speech skills. Practice is provided in making discriminations between sound contrasts, the usage of correct intonation and stress, and the proper blending of words within phrases and sentences.

The sound contrasts presented in the lessons focus on those sounds which have been found to be difficult for Asians and Spanish speakers. These sounds were selected on the basis of the findings of the phonological study conducted by the staff of the Asian Project and validated by a sampling of teachers in the Los Angeles Unified School District. In the course of this study, a chart was developed, comparing the sounds of English with the sounds of the following languages: Cantonese, Mandarin, Japanese, Korean, Samoan, Tagalog, and Spanish.

The lessons basically focus on the English sounds that are absent in the non-English languages. Some lessons deal with common substitution problems, such as with the /1/ and /r/ contrast, while others deal with two new but similar sounds, as the $/\theta/$ and $/\frac{\pi}{\delta}$ / contrast.

The sequencing of the lessons does not reflect a hierarchy of difficulty; rather, the sounds are presented according to their points of articulation and manner of articulation for the consonants and tongue position for the vowels.

Each lesson presents a vowel or a consonant pair in contrast, with the presentation being made through drill pictures and facial diagrams which illustrate the contrast. The build-up exercises proceed from minimal pair drills, to phrase drills, to sentence drills, and provide practice in both listening and production. Facial diagrams and hold-up pictures are provided for the drills.

Optional drill exercises provide students with further practice on the sounds presented. Meaningful sentence exchanges allow for contextual practice. Suggested procedures for using the lessons appear on each lesson sheet.

A summary chart of the comparative phonological study and a facial diagram showing the speech organs involved in the production of sounds are included in this volume for reference.

The symbols utilized in these lessons are those used by Prator and Robinett in their Manual of American English Pronunciation (3rd edition).

/p/	<u>p</u> an	181	mouthe	/1/	<u>1</u> ock	/ey/	p <u>ai</u> n
/f/	<u>f</u> an	/t/	<u>t</u> ies	/r/	rock	/ow/	b <u>ow</u> 1
/b/	<u>b</u> at	/d/	<u>d</u> ay	/iy/	sh <u>ee</u> p	/2/	b <u>a</u> 11
/v/	<u>v</u> at	/s/	<u>s</u> ipping	/I/	sh <u>i</u> p	/æ/	m <u>a</u> n
/tš/	<u>ch</u> oking	/z/	<u>z</u> ipping	/uw/	suit	/a/	mop
/d ž /	<u>j</u> oking	/ š /	<u>sh</u> ock	/ט/	soot	. / Ə /	b <u>u</u> ck
/0/	mouth	/z/	bei <u>ge</u>	181	b <u>e</u> ll	/ r/	curb



A COMPARATIVE PHONOLOGICAL CHART

ಥ	×	×	×	×	X	×	×	×
C	×	X	×				×	
70	×	×	×	×	×	×	×	×
D	×		,				×	
Μn	×	X	×	×	X	×	×	×
e	×	×	×		×			
સ	×				×			
w	×						×	
ey	×	×	×	×	×	×	×	×
H	X							
iy	×	×	×	×	×	×	X	×
hu	X		∀ ×	·			X	X
'n	X	×	×	×	×		×	X
. 3	X	×	×	×	×		×	×
ý	×	×	×		×	×	X	
t,	×.	×	×	×	×	×	X	×
Ħ	X	×	×	×	×	×	X	×
H	×		×	×		×	×	×
-	×	×	×		×	×	×	×
면	×	×	×	×	×	×	×	×
>N	×			×				
>vı	×			×				
N	×			×				
ဟ	×	×	×	×	×	×	×	×
140	×							
0	×							
Þ	×					×		×
4-1	×	×	×			×		×
Ž P	×			×				
t. ts<	×			×				×
90	×			×			×	×
×	×.	×	×	; ≺	×	×	×	, ×
Ф	×			K			×	×
+	×	·×	×	×	×	×	×	×
д	×			×			×	×
ρ,	×	×	×	×	×	×	×	×
Sounds	English	Cantonese	Mandarin	Japanese	Korean	Samoan	Tagalog	Spanish
		<u> </u>			iv	<u> </u>		

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PROCEDURES FOR USING THE LESSONS

- [NOTES: 1. Do not distribute leaflets until after the oral presentation and practice.
 - 2. In conducting the oral exercises, always have the students proceed from class, to group, to individual participation.]

Listening

Show the minimal pair pictures and model each item.

Identification

Holding up the drill pictures, model items at random and have the students point to the proper picture.

Repetition

- 1. Using the facial diagram(s), describe the positions of the organs of articulation in producing each sound.
- 2. Hold up the drill pictures and model the minimal pair words.
- 3. Have the class, groups, and individuals repeat.

Discrimination

Point to the drill pictures at random and have the students dentify the items orally

Further Presentation and Practice

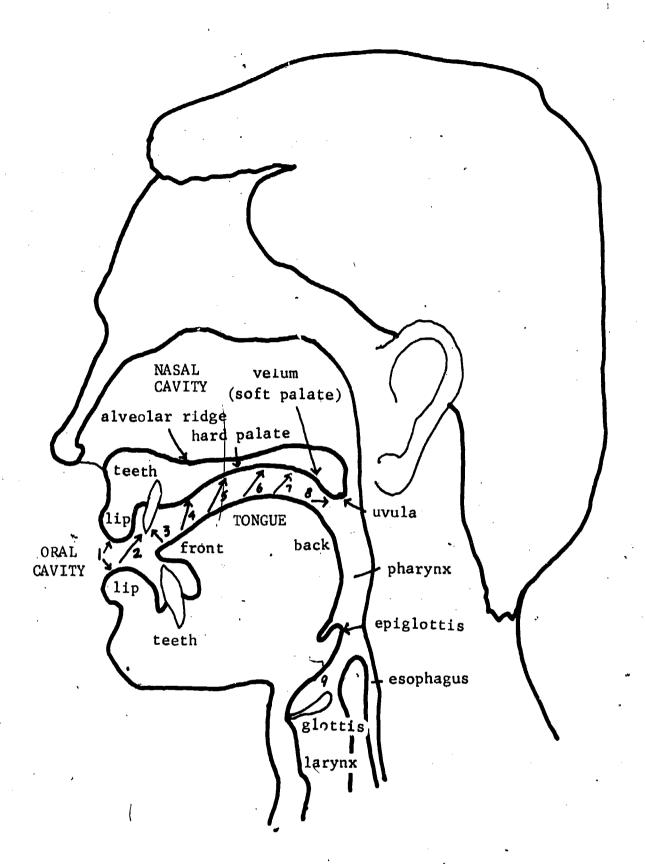
- 1. Model the words on the minimal pair list and have the class repeat.
- 2. Model each exercise, using gestures to demonstrate the stress and intonation.
- 3. Have the class, group, and individual students repeat, in that order.

[NOTE: Point out the blending (or linking) of words within phrases.

e.g. It-sa-window.

My-city's-Lo-sangeles.]

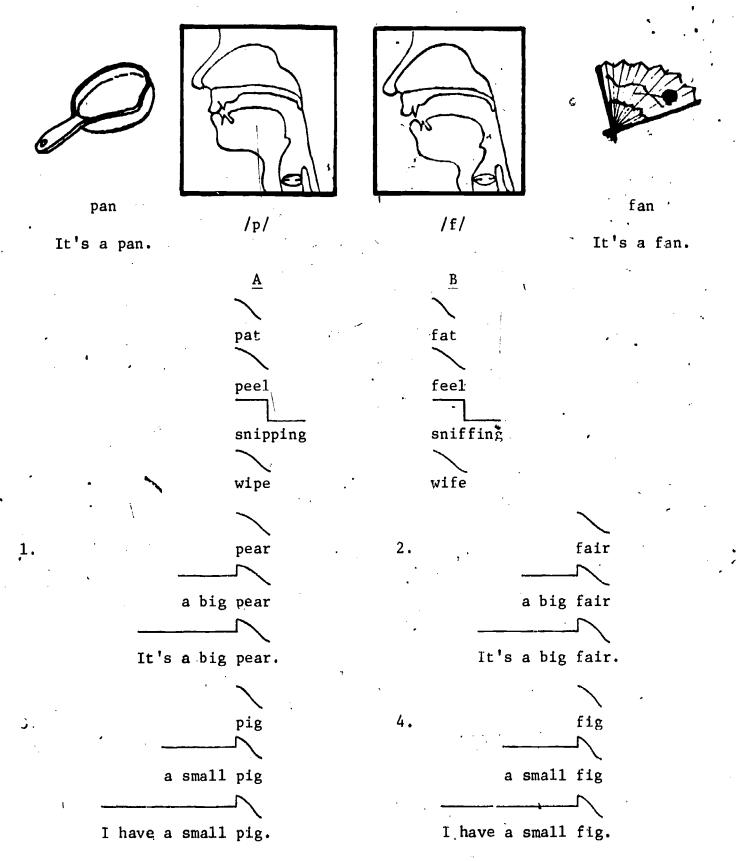




The vocal tract. Places of articulation: 1 bilabial - 2 labiodental 3 dental or interdental - 4 alveolar - 5 palatoalveolar - 6 palatal 7 velar - 8 uvular - 9 glottal

LESSON 1: /p/ and /f/

Objective: The student will be able to discriminate between the sounds of /p/ and /f/ in both listening and speaking.



/f/

Hand me the pile'.

/p/

Hand me the file

It's a little puppy.

It's a little puffy.

Did you get a whip?

Did you get a whiff?

- 1. a. Did you have fish for supper?
 - b. No, we had pork chops.
- 2. a. Who paid the fine?
 - b. Philip's father did.
- 3. a. Who won first prize?
 - . Pete's wife did.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1 Listening:

T points to pictures and models

- Cl listens

2. Identification:

T shows pictures and models items

at random

- Cl points to picture

3. Repetition:

T describes articulation and

models

- Cl repeats

4. Discrimination:

T points to pictures

- Cl/St identifies orally

Lesson Presentation

1. Listening:

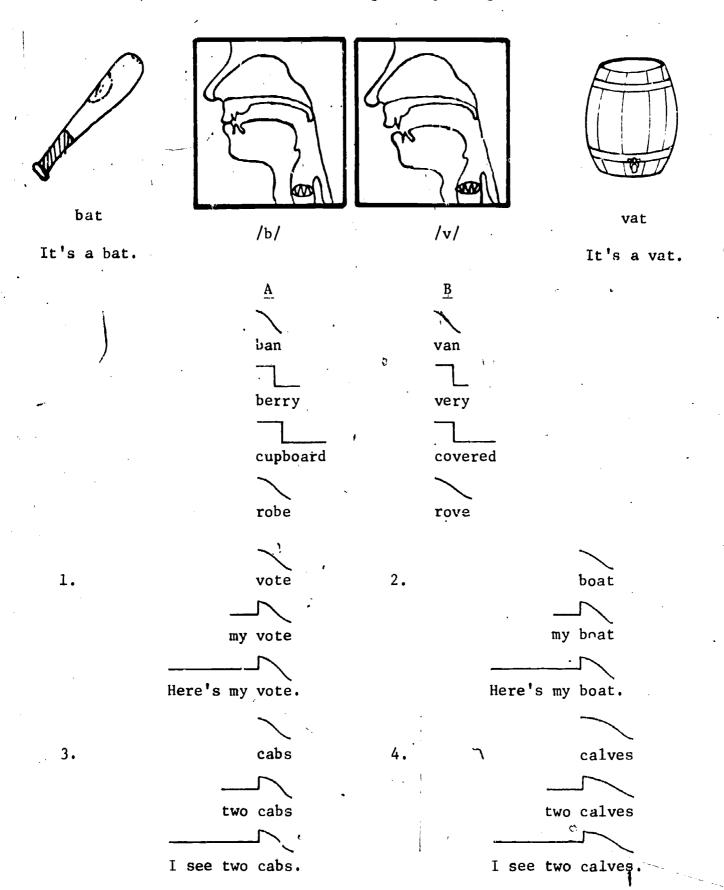
T models - Cl listens

2. Repetition:

T models - Cl/Gr/St repeats

LESSON 2: '/b/ and /v/

Objective: The student will be able to discriminate between the sounds of $\frac{b}{and} \frac{v}{in}$ both listening and speaking.



\ /b/

/v/

She took a bow.

She took a vow.

It's a marble.

It's a marvel.

He hit the curb.

M He hit the curve.

1. a. Have you seen Van's boat?

b. Yes, it's very big.

· 2. a. Should I buy the brown vest?

b. No, the blue one looks better.

3. a. Have you ever been to Venice?

b. Yes, I've been there several times.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:

T points to pictures and models

- Cl listens

2. Identification:

T shows pictures and models items

at random

- Cl points to picture

3. Repetition:

T describes articulation and models

- Cl repeats

4. Discrimination:

T points to pictures

- C1/St identifies orally

Lesson Presentation

1. Listening:

T models - Cl listens

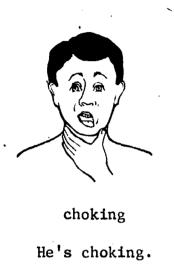
2. Repetition:

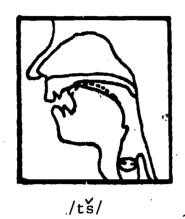
T models - C1/Gr/St repeats

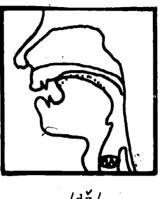
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LESSON 3: /tš/ and /dž/

Objective: The student will be able to discriminate between the sounds of /ts/ and /dz/ in both listening and speaking.





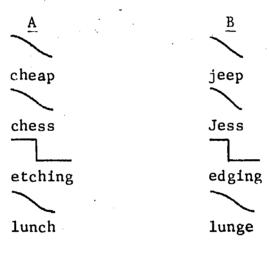




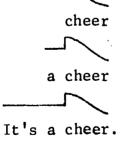
/ďž/

joking

He's joking.



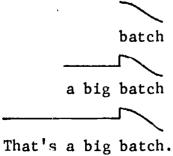
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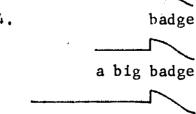
2.



3.



4.



That's a big badge.

/tš/

/dž/

They cheered the team.

They jeered the team.

They're searching all over.

They're surging all over.

He won a batch.

He won a badge.

March will be here soon.

Marge will be here soon.

1. a. What's for lunch?

b. A batch of chili and some jello.

2. a. Where did you get the cherries?

b. We got them from Jerry.

3. a. Do you play chess?

b. Yes, I often play with Jess.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:

T points to pictures and models

2. Identification:

T shows pictures and models items

at random

3. Repetition:

T describes articulation and

mode1s

4. Discrimination

T points to pictures

- Cl listens

Cl points to picture

- C1 repeats

- C1/St identifies orally

Lesson Presentation

1. Listening:

T models - C1 listens

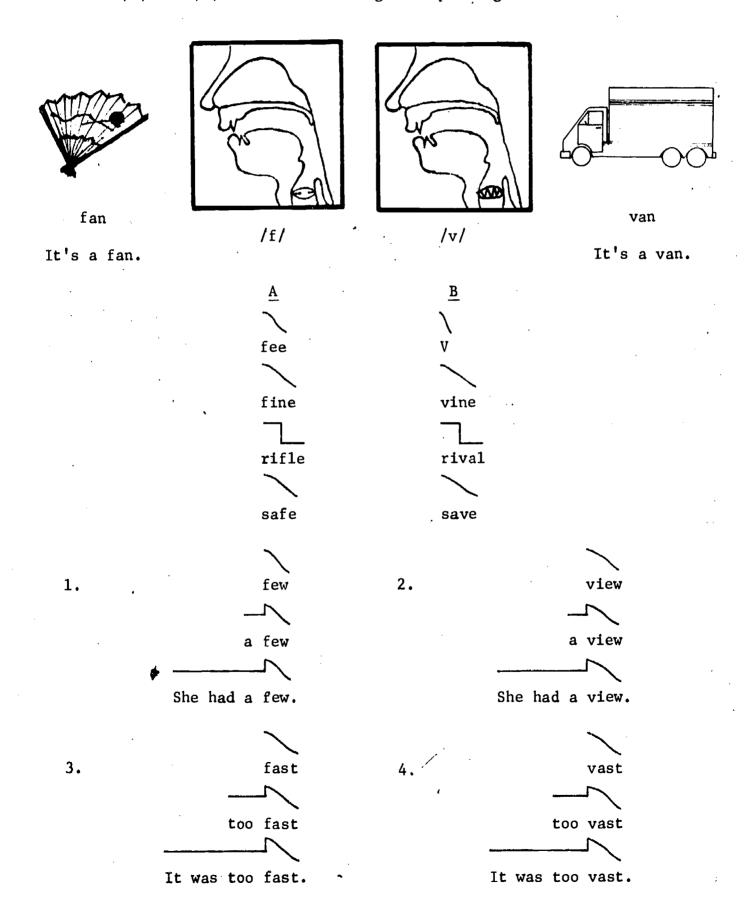
2. Repetition:

T models - Cl/Gr/St repeats

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LESSON 4: /f/ and /v/

Objective: The student will be able to discriminate between the sounds of /f/ and /v/ in both listening and speaking.



/f/

/v/

It's their fault.

It's their vault.

He has a rifle.

He has a rival.

He took a leaf.

He took a leave.

a. Do you have a big family?

b. I have a wife and five children.

2. a. What did you have for breakfast?

b. A few cups of coffee.

3. a. Did you eat all your vegetables?

b. No, I left half.

TO THE TEACHER

Presentation of Illustrated Minimal Pair

1. Listening:

T points to pictures and models

- C1 listens

2. Identification:

T shows pictures and models items

at random

- C1 points to picture

3. Repetition:

T describes articulation and

mode1s

- C1 repeats

4. Discrimination:

T points to pictures

- Cl/St identifies orally

Lesson Presentation

1. Listening:

T models - Cl listens

2. Repetition:

T models - Cl/Gr/St repeats

Los Angeles Unified School District Asian Project - ABE

LESSON 5: /0/ and /3/

Objective: The student will be able to discriminate between the sounds of $/\theta/$ and $/\delta/$ in both listening and speaking.

. \			
MOUTH mouth It's "mouth."	/0/	181	MOUTHE mouthe It's "mouthe."
it s mouth.			
	$\frac{\underline{A}}{\text{thigh}}$	thy	
	<u> </u>	- 4 6 5 - 2 4	
	ether	either	
y			
	teeth	teethe	
	· 	• ,	Ormania .
			. '
. 1.	ether	2.	either
	like ether	•	like either
	^		
← I do	on't like ether.	I don!	t like either.
	AT C TIRE CENTER		
3.	South Pacific	4.	Southern Pacific
- ·		-	
Wa sare 4	the Couth Pacific	No gar tha	Southern Pacific
we saw t	the South Pacific.	we saw the	DOUGHELH LACILIC

/8/

181

She took a quick bath.

She bathed quickly.

He took a deep breath.

He breathed deeply.

- 1. a. How's the weather up north?
 - It's lovely, even though it's cold.
- I have nothing to wear to the theater.
 - I thought you had lots of clothes.
- Was Thursday your mother's birthday?
 - b. No, it was my father's.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random
- 3. Repetition:
- T describes articulation and
 - models

- Cl repeats

- 4. Discrimination:
- T points to pictures

- C1/St identifies orally

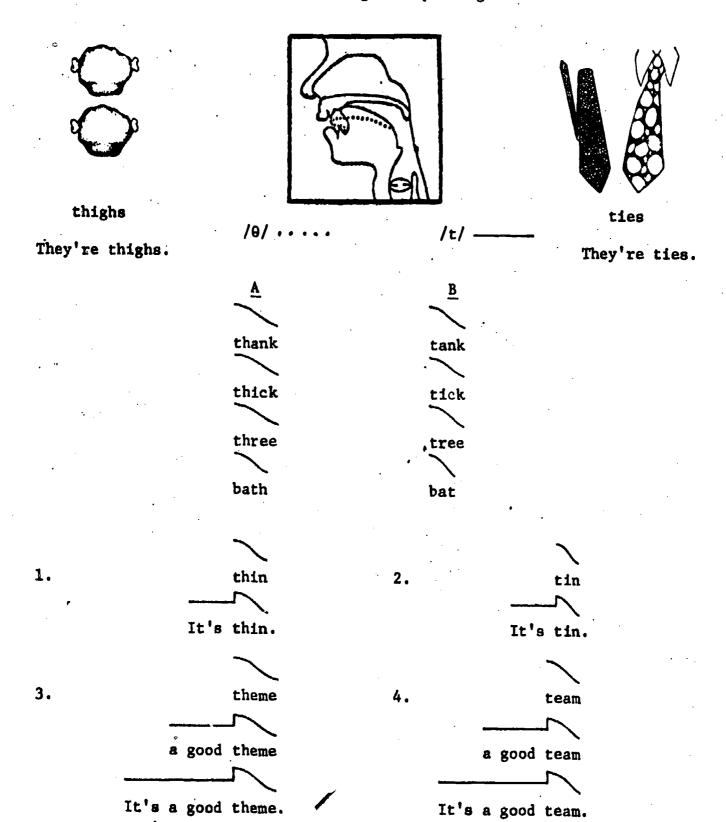
- Cl points to picture

Lesson Presentation

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

LESSON 6: /9/ and /t/

Objective: The student will be able to discriminate between the sounds of $/\theta/$ and /t/ in both listening and speaking.



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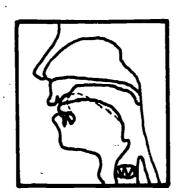
LESSON 7: /8/ and /d/

The student will be able to discriminate between the sounds of Objective: /%/ and /d/ in both listening and speaking.



lather

Look at the lather.



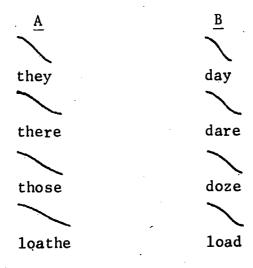
/d/

181 .



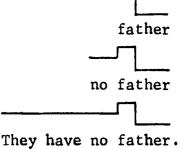
ladder

Look at the ladder.

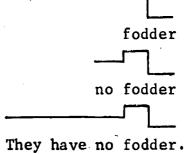


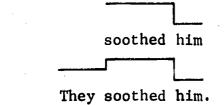
1.

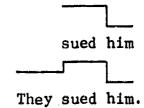
3.



2.







181

/d/

My grades are these.

My grades are "D's."

He wasn't worthy.

He wasn't wordy.

The animals couldn't breathe.

The animals couldn't breed.

- Do you know Dan and David?
 - Yes, I know them well.
- 2. a. How much are those eggs?
 - They're a dollar a dozen.
- I'm a little under the weather. 3. a.
 - Take a dose of this medicine.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- Cl points to picture

- 3. Repetition:
- T describes articulation and
 - models

- Cl repeats

- 4. Discrimination: T points to pictures

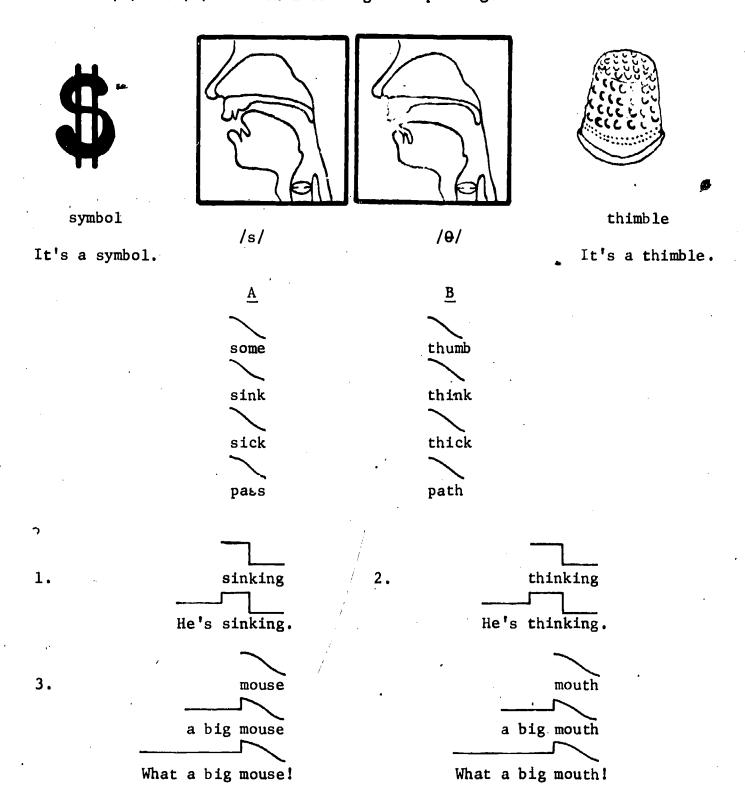
- C1/St identifies orally

Lesson Presentation

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

LESSON 8: /s/ and $/\theta/$

Objective: The student will be able to discriminate between the sounds of /s/ and $/\theta/$ in both listening and speaking.





/s/

/0/

This one's sicker.

This one's thicker.

It's unsinkable.

It's unthinkable.

The pass was open.

The path was open.

1. a. What does Ruth want?

b. She wants some rice.

2. a. Here's a sandwich for you.

b. Thank you very much.

3. a. What's Sid doing?

b. He's singing in the bathtub.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening: T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- Cl points to picture

- 3. Repetition:
- T describes articulation and
 - models

- Cl repeats

- 4. Discrimination:
- T points to pictures

- Cl/St identifies orally

Lesson Presentation

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models C1/Gr/St repeats

/s/ and /z/ LESSON 9:

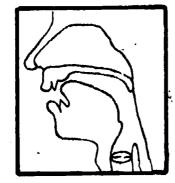
16.5

Objective: The student will be able to discriminate between the sounds of /s/ and /z/ in both listening and speaking.

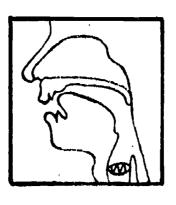


sipping

He's sipping it.



/s/



/z/



zipping

He's zipping it.

sip racer Sue

niece

razor zoo

knees

1.

sauce the sauce

I need the sauce.

2. saws the saws

I need the saws.

3.

price a good price That's a good price.

a good prize.

That's a good prize.

/s/

/z/

. Tt's a "C."

It's a "Z."

It's too fussy.

It's too fuzzy.

We saw the place.

We saw the plays.

1. a. Where did Sue go?

b. She went to the zoo.

2. a. What's your new zip code?

b. It's seven zero zero one.

3. a. Did you see the sun rise?

b. No, I missed it.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:

T points to pictures and models

- Cl listens

2. Identification:

T shows pictures and models items

at random

- Cl points to picture

3. Repetition:

T describes articulation and

mode1s

- Cl repeats

4. Discrimination:

T points to pictures

- C1/St identifies orally

Lesson Presentation

1. Listening:

T models - Cl listens

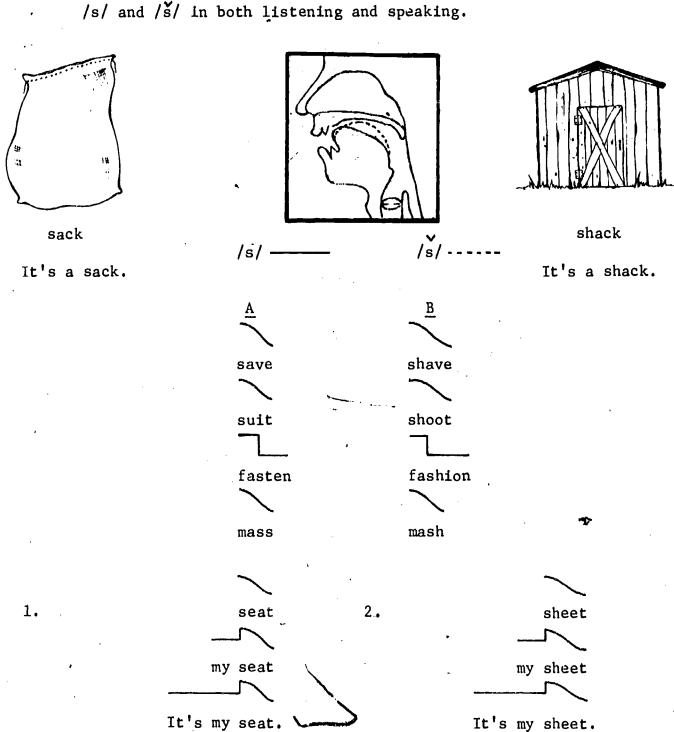
2. Repetition:

T models - Cl/Gr/St repeats

Los Angeles Unified School District Asian Project - ABE

LESSON 10: /s/ and /s/

The student will be able to discriminate between the sounds of Objective: /s/ and /s/ in both listening and speaking.



4.

3. Sue's

They're Sue's.

It's my sheet. shoes They're shoes. /s/

/š/

She's sewing her dress.

She's showing her dress.

They had many classes.

They had many clashes.

We got a lease.

We got a leash.

- 1. a. Where did she go?
 - b. She went to the seashore.
- 2. a. What did she say?
 - b. She said, "Fasten your seat belts."
- 3. a. What's the forecast for Sunday?
 - b. We're going to have sunshine.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- Cl points to picture

- 3. Repetition:
- T describes articulation and
 - mode1s

- Cl repeats

- 4. Discrimination:
- T points to pictures

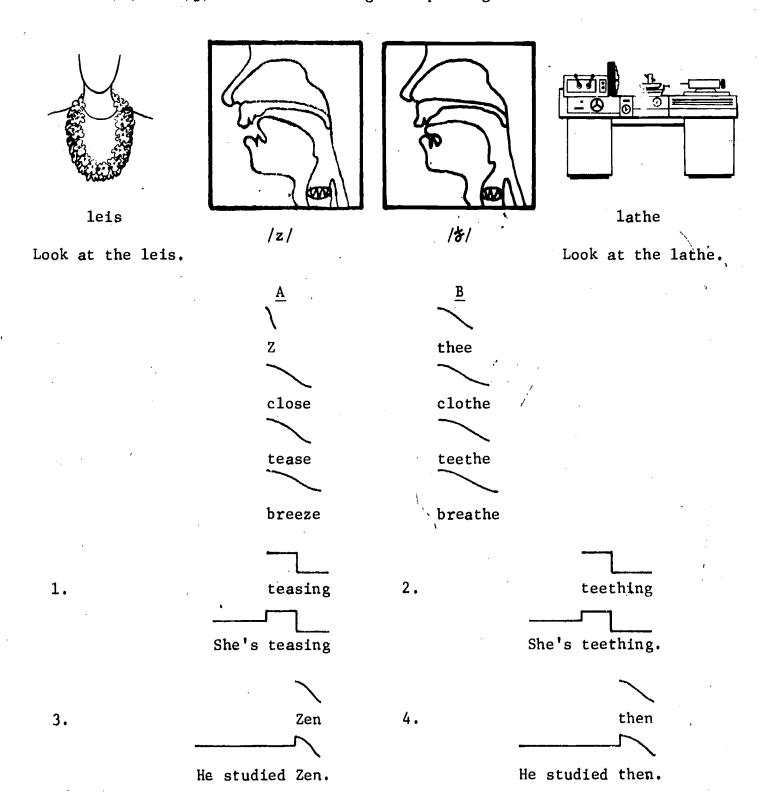
- Cl/St identifies orally

Lesson Presentation

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

LESSON 11: /z/ and $/t^2/$

Objective: The student will be able to discriminate between the sounds of /z/ and /z/ in both listening and speaking.



/z/

1\$1

It was Zen that he practiced.

It was then that he practiced.

She's closing them.

She's clothing them.

She began to rise.

She began to writhe.

- 1. a. How's the weather over there?
 - b. It occasionally rains.
- 2. a. Can you swim to the buoys?
 - b. I can swim farther than that.
- 3. a. What does your mother raise?
 - b. Daisies and other flowers.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:

T points to pictures and models.

- Cl listens

2. Identification:

T shows pictures and models items

at random

- Cl points to picture

3. Repetition:

T describes articulation and

models

- C1 repeats

4. Discrimination:

T , sints to pictures

- C1/St identifies orally

Lesson Presentation

1. Listening:

T models - Cl listens

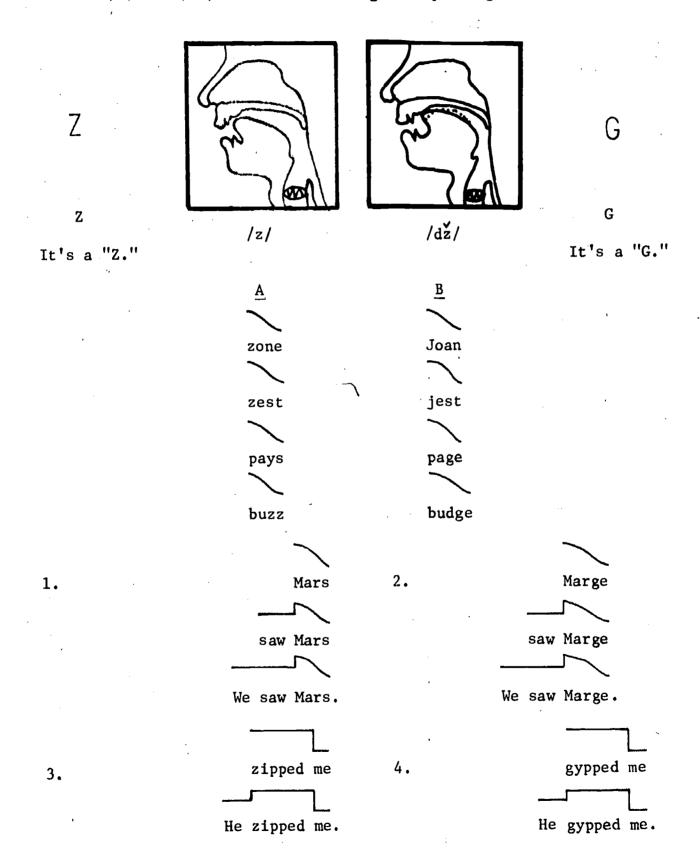
2. Repetition:

T models - Cl/Gr/St repeats

Los Angeles Unified School District Asian Project - ABE

LESSON 12: /z/ and /dz/

Objective: The student will be able to discriminate between the sounds of /z/ and /dz/ in both listening and speaking.



/dž/

I want a zillion dollars.

I want a jillion dollars.

It's too fuzzy.

It's too fudgy.

I don't have chains.

I don't have change.

1. a. Did Joan drink her juice?

b. Yes. She drank Jim's, too.

2. a. How did you go to Brazil?

b. We went there by jet.

3. a. What's Jane's brother's name?

b. His name's Jerry.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:

T points to pictures and models

- C1 listens

2. Identification:

T shows pictures and models items

at random

- Cl points to picture

3. Repetition

T describes articulation and

mode1s

- C1 repeats

4. Discrimination:

T points to pictures

- C1/St identifies orally

Lesson Presentation

1. Listening:

T models - Cl listens

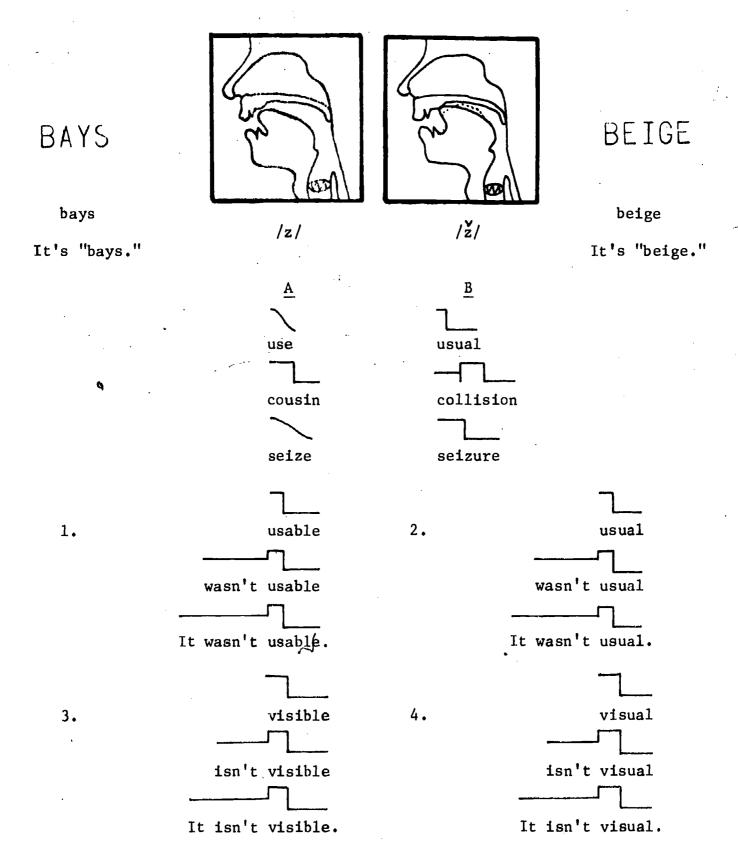
2. Repetition:

T models - C1/Gr/St repeats

(12) 2

LESSON 13: /z/ and /ž/

Objective: The student will be able to discriminate between the sounds of /z/ and /z'/ in both listening and speaking.



/z/ . /ž/

It was unused.

It was unusual.

What a pleasant experience!

What a pleasurable experience!

- 1. a. What shade is your rouge?
 - b. It's a rosey beige.
- 2. a. Where did you plant your daisies?
 - b. All around the garage.
- 3. a. What does he do in his leisure time?
 - b. He usually goes to the movies.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- Cl points to picture

- 3. Repetition:
- T describes articulation and
 - models

- C1 repeats

- 4. Discrimination:
- T points to pictures

- C1/St identifies orally

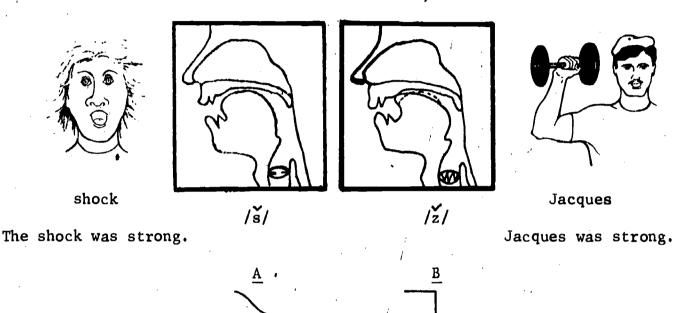
Lesson Presentation

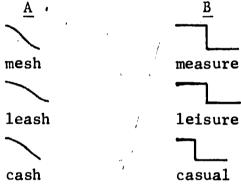
- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

Los Angeles Unified School District Asian Project - ABE PRONUNCIATION LESSON

LESSON 14: $\frac{\sqrt{s}}{s}$ and $\frac{\sqrt{z}}{z}$

Objective: The student will be able to discriminate between the sounds of /s/ and /z/ in both 1 stening and speaking.





1. cash 2. casual

was cash was casual

It was cash. It was casual.

/s/

/z/

She's a cashier at a garage.

Don't rush to make your decision.

- 1. a. How does she dress?
 - b. She usually dresses casually.
- 2. a. Did you enjoy your ocean journey?
 - b. Yes, Asia was especially a pleasure.
- 3. a. Sharon looks "smashing" tonight.
 - Yes, she's a vision of beauty.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- Cl points to picture

- 3. Repetition:
- T describes articulation and
 - models

- C1 repeats

- 4. Discrimination:
- T points to pictures

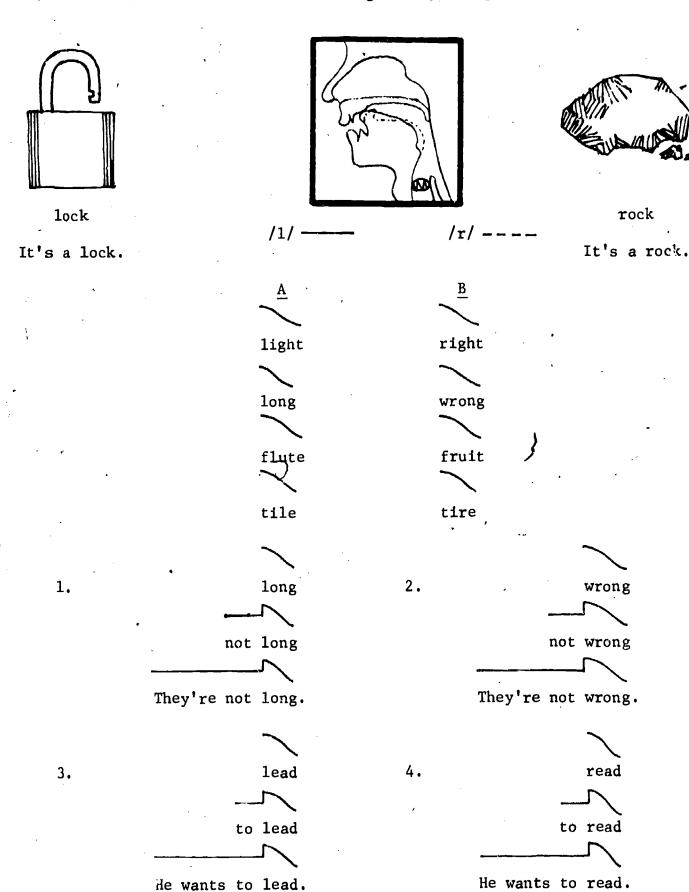
- Cl/St identifies orally

- 1. Listening:
- T models C1 listens
- 2. Repetition:
- T models Cl/Gr/St repeats

Los Angeles Unified School District Asian Project - ABE

LESSON 15: /1/ and /r/

Objective: The student will be able to discriminate between the sounds of /1/ and /r/ in both listening and speaking.



/1/

'/r/

He drove in the lane.

He drove in the rain.

Don't step on the glass.

Don't step on the grass.

May I have the bill?

May I have the beer?

Where's the road to the lake? 1. a.

Make a right (turn) at the light.

2. a. Does he correct the papers?

Ъ. No. He just collects them.

Where's the brush fire? 3. a.

It's miles away in the hills.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:

T points to pictures and models

- Cl listens

2. Identification:

T shows pictures and models items

at random

- C1 points to picture

3. Repetition:

T describes articulation and mode1s

- Cl repeats

4. Discrimination: T points to pictures

- Cl/St identifies orally

Lesson Presentation

1. Listening:

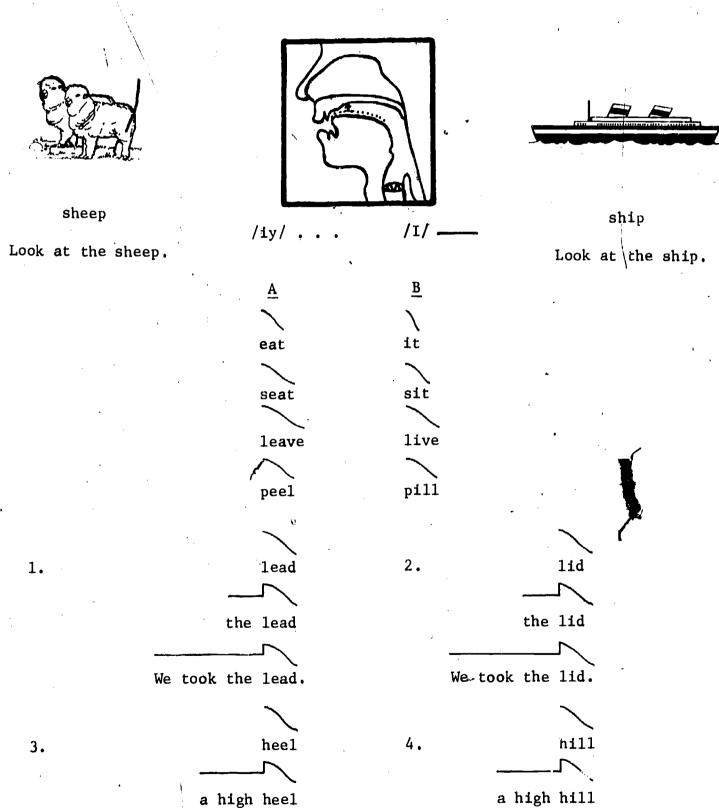
T models - Cl listens

2. Repetition:

T models - Cl/Gr/St repeats

LESSON 16: /iy/ and /I/

Objective: The student will be able to discriminate between the sounds of /iy/ and /I/ in both listening and speaking.



It's a high heel.

It's a high hill.

·/iy/

/1/

He's sleeping.

He's slipping.

Can you feel it?

Can you fill it?

That was a good peach.

That was a good pitch.

- 1. a. How much were the peaches?
 - b. They were sixteen cents each.
- 2. a. Was the drill difficult?
 - b. No, it was very easy.
- 3. a. How many figs did you eat?
 - b. I didn't eat any.

TO THE TEACHER

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- C1 listens

- 2. Identification:
- T shows pictures and models items
 - at random

models

- Cl points to picture

- 3. Repetition:
- T describes articulation and
- C1 repeats

- 4. Discrimination:
- T points to pictures

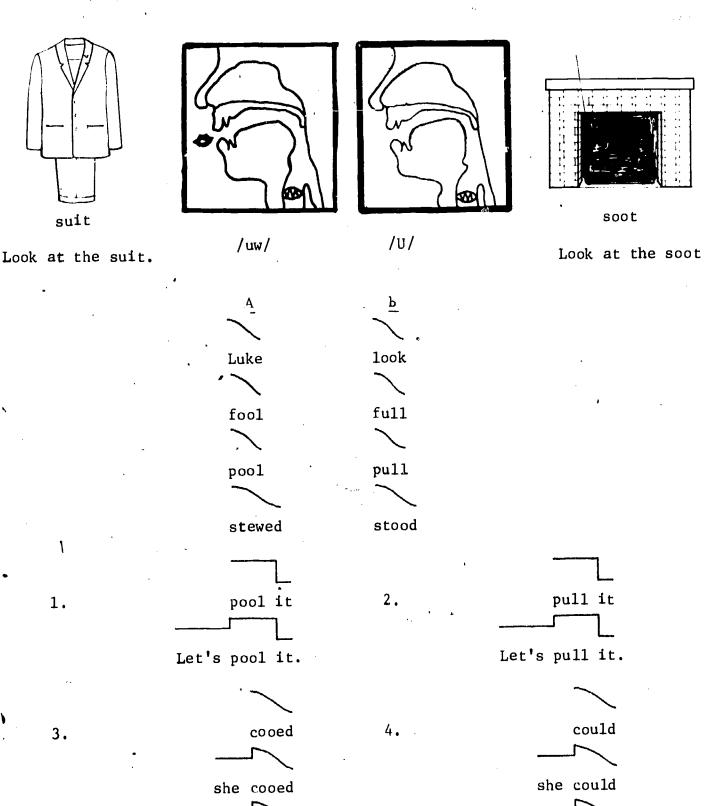
- Cl/St identifies orally

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

Los Angeles Unified School District Asian Project - ABE

LESSON 17: /uw/ and /U/

Objective: The student will be able to discriminate between the sounds of /uw/ and /U/ in both listening and speaking.



Yes, she cooed.

Yes, she could.

/uw/

/U/ ·

He wooed.

He would.

They pooled it.

They pulled it.

She stewed it for an hour.

She stood it for an hour.

- 1. a. What's Sue doing?
 - b. She's looking for her shoes.
- 2. a. Would you dive into the pool?
 - b. I would, if I could.
- 3. a. Could I have a nice room?
 - b. You'll have a room with a view.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

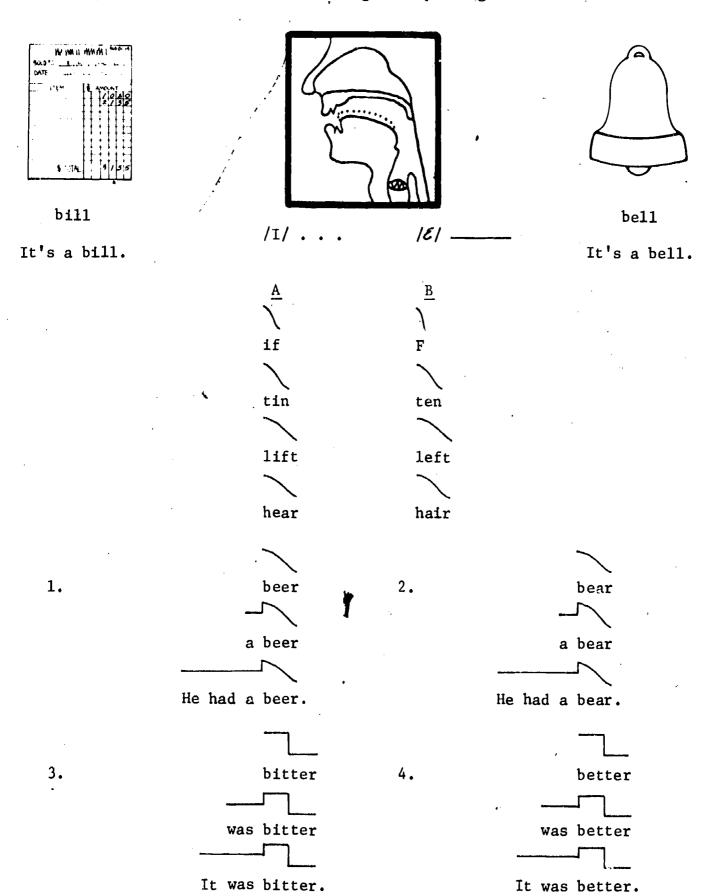
- 1. Listening: Tilentifies pic
 - T i lentifies pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models at random Cl identifies
- 3. Repetition:
- T describes articulation and models Cl repeats
- 4. Discrimination: T
- T points to pictures
- C1/St identifies orally

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

LESSON 18: /I/ and /E/

Objective: The student will be able to discriminate between the sounds of /I/ and /E/ in both listening and speaking.



/1/

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I saw the litter.

I saw the letter.

Did you see her here?

Did you see her hair?

It was a big gym.

It was a big gem.

- 1. a. How many letters did we get?
 - b. Six for you and seven for me.
- 2. a. When did you go to bed?
 - b. I went to bed at midnight.
- 3. a.\ What's the babysitter doing?
 - b. She's knitting for Ben.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- Cl points to picture

- 3. Repetition:
- T describes articulation and
 - models

- Cl repeats

- 4. Discrimination:
- T points to pictures

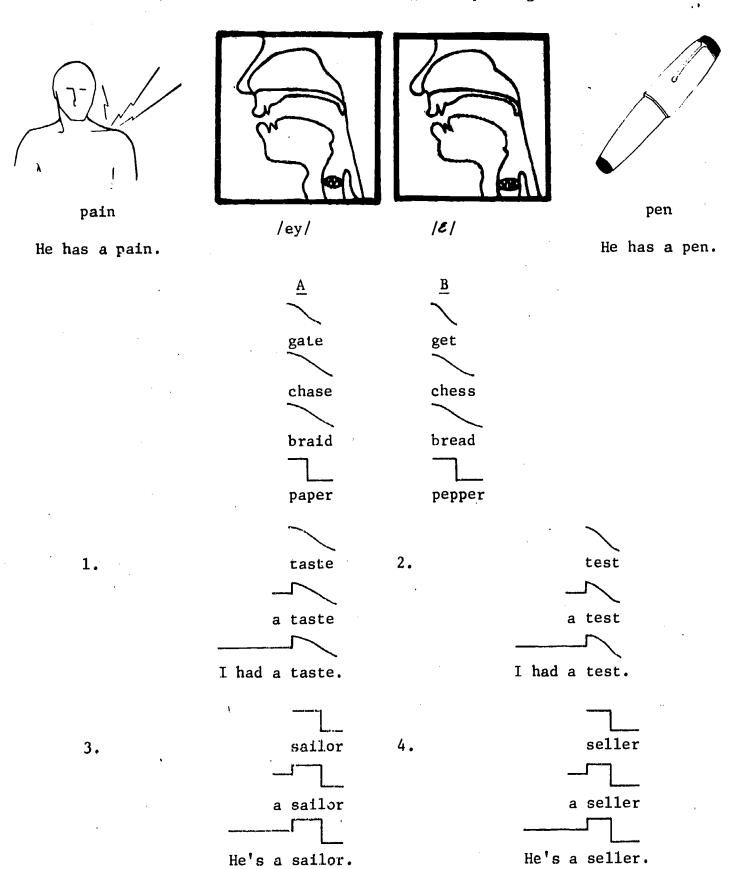
- Cl/St identifies orally

- 1. Listening:
- T models C1 listens
- 2. Repetition:
- T models Cl/Gr/St repeats

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LESSON 19: /ey/ and /e/

Objective: The student will be able to discriminate between the sounds of /ey/ and /e/ in both listening and speaking.



/ey/

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They played chase.

They played chess.

They played for money,

They pled for money.

He had many dates.~

He had many debts.

- 1. a. Don't get wet. It's raining.
 - b. Then I'll take my rain coat.
- 2. a. Did you play tennis today?
 - b. Yes, I played two sets.
- 3. a. What's the date today?
 - b. April seventh.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- C1 listens

- 2. Identification:
- T shows pictures and models items
 - at random

- C1 points to picture

- 3. Repetition:
- T describes articulation and models
- C1 repeats

- 4. Discrimination:
- T points to pictures

- C1/St identifies orally

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

LESSON 20: /ow/ and /2/

Objective: The student will be able to discriminate between the sounds of /ow/ and /o / in both listening and speaking.

bow1	/ow/	/2/		ball
It's a bowl.				It's a ball.
	. <u>A</u>	<u>B</u>		
	loan	lawn		
				•
	sew	saw		
·	, boat	bought		
			•	
	hole	hall		
1.	hole	2.		hall
				~
•	the hole		the	hall
		•		
	Where's the hole?		Where's the	hall?
3.	coast	4.		cost
			g.,	7
	the coast		the	cost
				- /
	He saw the coast.	•	He saw the	cost.

/ow/

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He was cold.

He was called.

The coal was expensive.

The call was expensive.

He noticed the flow.

He noticed the flaw.

- 1. a. When did he call her?
 - b. A long time ago.
- 2. a. Where's the closet?
 - b. It's in the hallway.
- 3. a. I'd like some coffee cake.
 - b. We're all sold out.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
 - T shows pictures and models items
 - at random

- C1 points to picture

- 3. Repetition:
- T describes articulation and models
- C1 repeats

- 4. Discrimination:
- T points to pictures

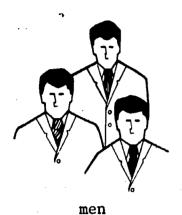
- C1/St identifies orally

- 1. Listening:
- T models C1 listens
- 2. Repetition:
- T models C1/Gr/St repeats

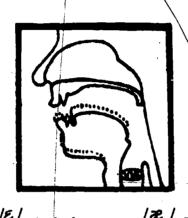
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> /&/ and /æ/ LESSON 21:

Objective: The student will be able to discriminate between the sounds of /E/ and /2/ in both listening and speaking.



Look at the men.



/æ/.



man

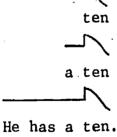
Look at the man.

tan

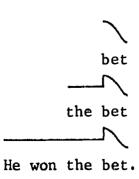
a tan

end and den Dan beg bag said sad

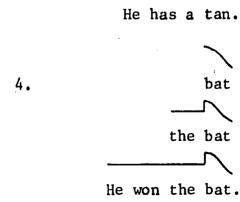
1.



3.



2.



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/æ/

They ate at Denny's.

They ate at Danny's.

The pest is gone.

The past is gone.

He left right away.

He laughed right away.

- 1. a. Thanks for the apples.
 - You're very welcome. ·b.
- Please remember to buy gas.
 - b. I'll get it this afternoon.
- 3. a. What was Ben doing at the bank?
 - He was cashing his check.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification: T shows pictures and models items
 - at random

- Cl points to picture

- 3. Repetition:
- T describes articulation and
 - models .

- Cl repeats

- 4. Discrimination: T points to pictures

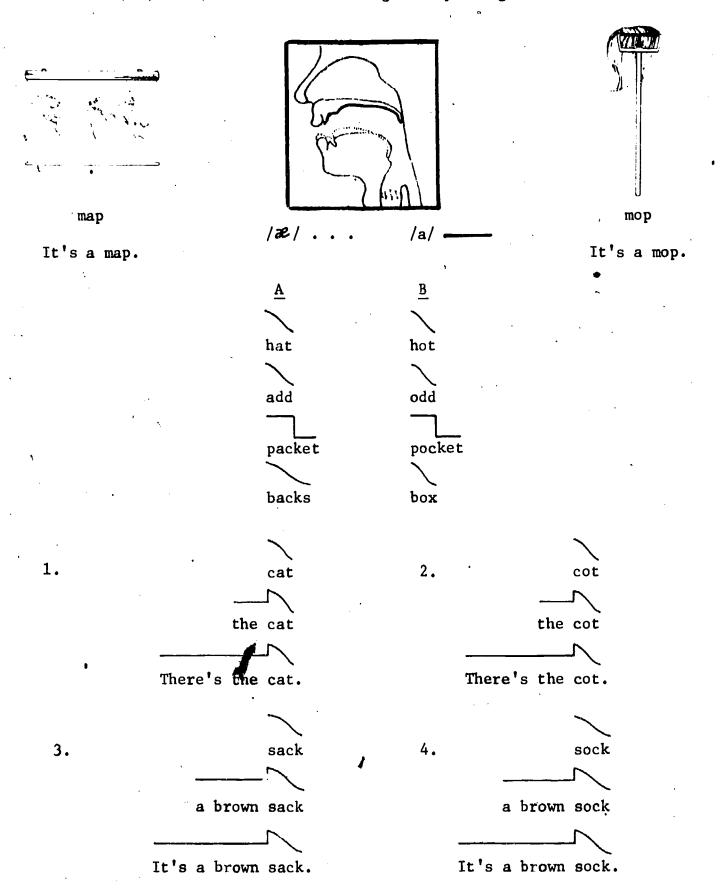
- Cl/St identifies orally

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models C1/Gr/St repeats

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LESSON 22: /2/ and /a/

Objective: The student will be able to discriminate between the sounds of $/ \mathbb{Z} /$ and / a / in both listening and speaking.



1æ/

/a/

He stacked it.

He stocked it.

He made a big racket.

He made a big rocket.

She was very bland.

She was very blonde.

- 1. Where's the black cat?
- 2. He's under Dan's cot.
- 3. Where did you put the cash?
- 4. I put it in my pocket.
- 5. What did you have at the banquet?
- 6. Lamb chops and corn on the cob.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- Cl points to picture

- 3. Repetition:
- T, describes articulation and
 - mode1s

- Cl repeats

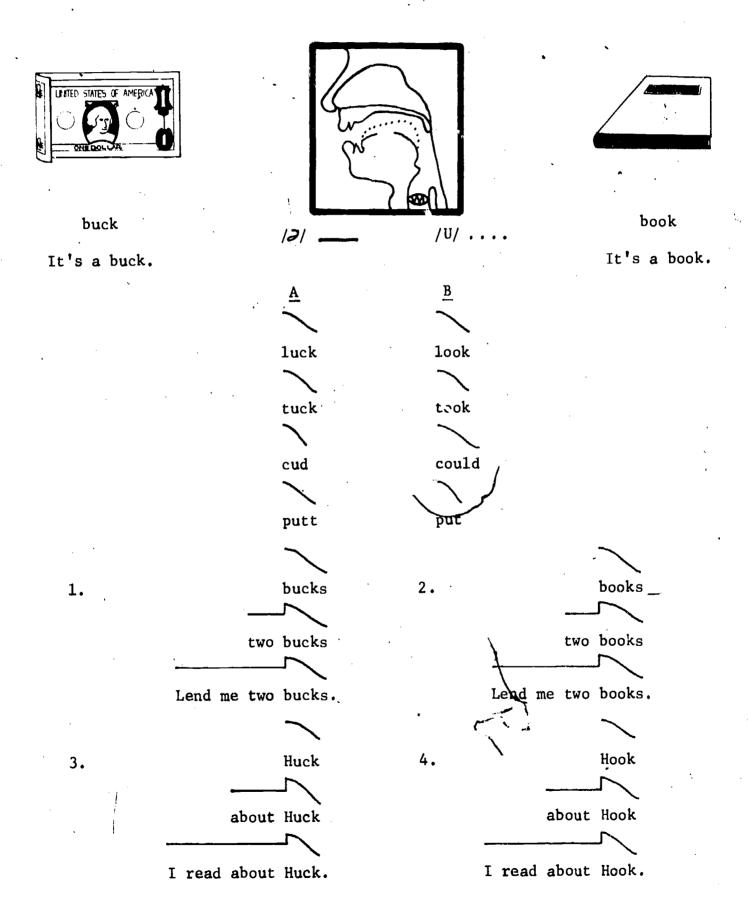
- 4. Discrimination:
- T points to pictures

- Cl/St identifies orally

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

LESSON 23: /3/ and /U/

Objective: The student will be able to discriminate between the sounds of $/\partial/$ and /U/ in both listening and speaking.



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/U/

He lucked out.

He looked out.

I tuck in my shirt.

I took in my shirt.

I shuck the corn.

I shook the corn.

- 1. a. How much did the book cost?
 - b. It cost a couple of bucks.
- 2. a. What happened to your uncle?
 - b. He got stuck in the mud.
- 3. a. What's cooking? I'm hungry.
 - b. Chuck's fixing a good lunch.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- C1 points to picture

- 3. Repetition:
- T describes articulation and
 - mode1s

- C1 repeats

- 4. Discrimination:
- T points to pictures

- C1/St identifies orally

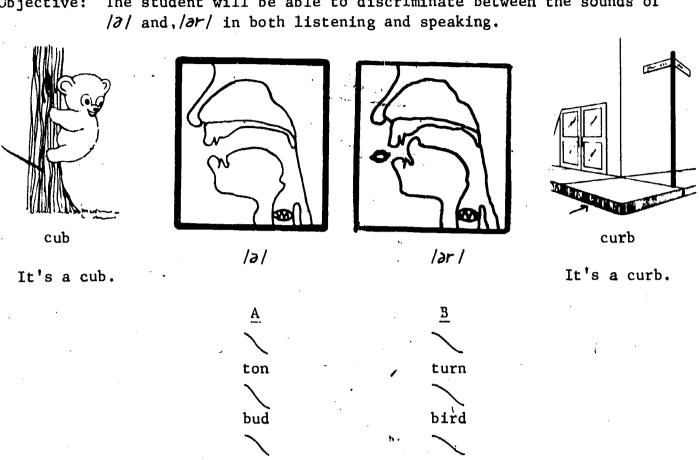
Lesson Presentation

- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats

1

LESSON 24: ∂ and ∂r

Objective: The student will be able to discriminate between the sounds of



bud 1. a pretty bud

hut

bun

It's a prefty bud.

bird a pretty bird It's a pretty bird.

hurt

burn

tons turns two tons two turns There were two turns. There were two tons.

101

/ar/

We saw many buds.

We saw many birds.

His answer was cut.

His answer was curt.

We saw some gulls.

We saw some girls.

j.

1. a. Did you burn the buns?

b. No, but I burned the hamburgers.

2. a. Why don't you wear the new shirt?

b. I don't like the color.

3. a. Did you feed the birds today?

b. Yes, I gave them some crumbs.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:

T points to pictures and models

- Cl listens

2. Identification:

T shows pictures and models items

at random

3. Repetition:

T describes articulation and

- Cl repeats

4. Discrimination:

T points to pictures

mode1s

- Cl/St identifies orally

- Cl points to picture

Lesson Presentation

1. Listening:

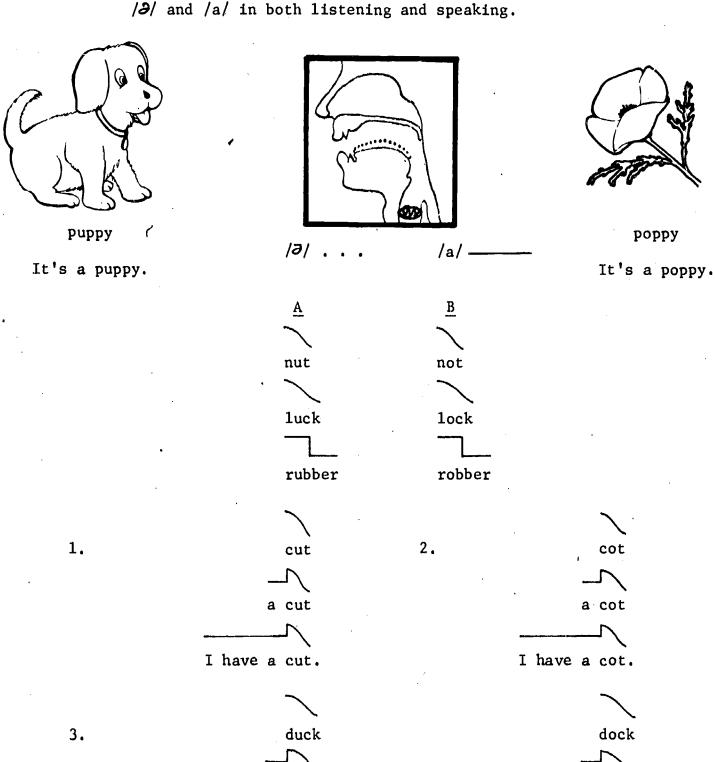
T models - Cl listens

2. Repetition:

T models - C1/Cr/St repeats

LESSON 25: ∂ and a

Objective: The student will be able to discriminate between the sounds of $|\partial|$ and |a| in both listening and speaking.



a duck

There's a duck.

a dock

There's a dock.

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/a /

He shut it.

He shot it.

Come down.

Calm down.

It was a big nut.

. It was a big knot.

- 1. a. Did you go to the pot luck lunch?
 - b. Yes, I took corn-on-the-cob.
- 2. a. Did you run after the robber?
 - b. Yes, but he got away.
- 3. a. What's mom doing?
 - b. She's packing the lunchbox.

.TO THE TEACHER:

Presentation of Illustrated Minimal Pair

- 1. Listening:
- T points to pictures and models
- Cl listens

- 2. Identification:
- T shows pictures and models items
 - at random

- Cl points to picture

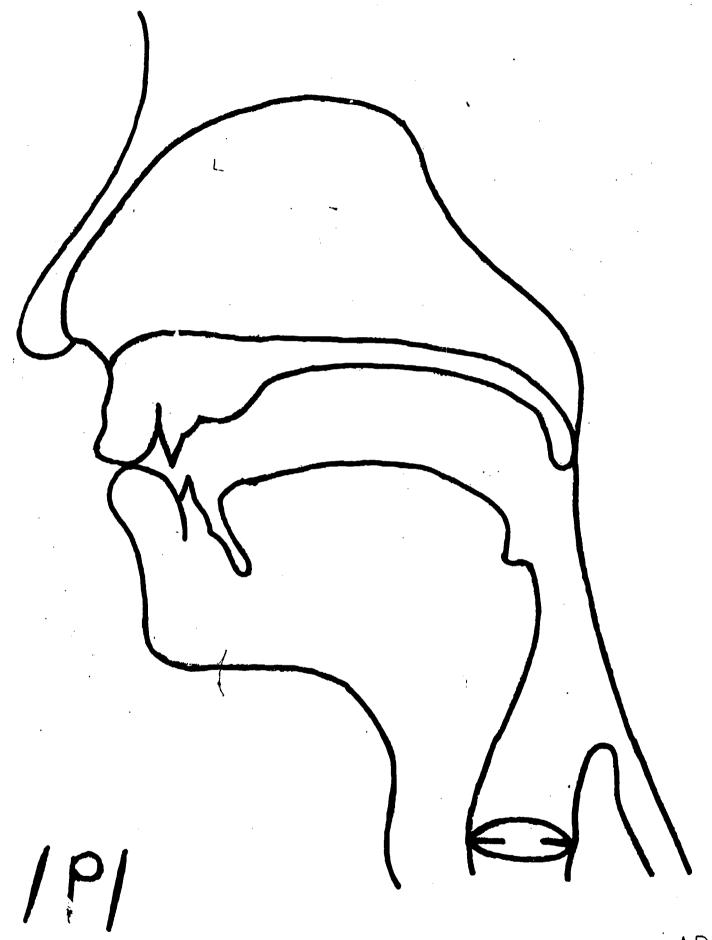
- 3. Repetition:
- T describes articulation and
 - models

- C1 repeats

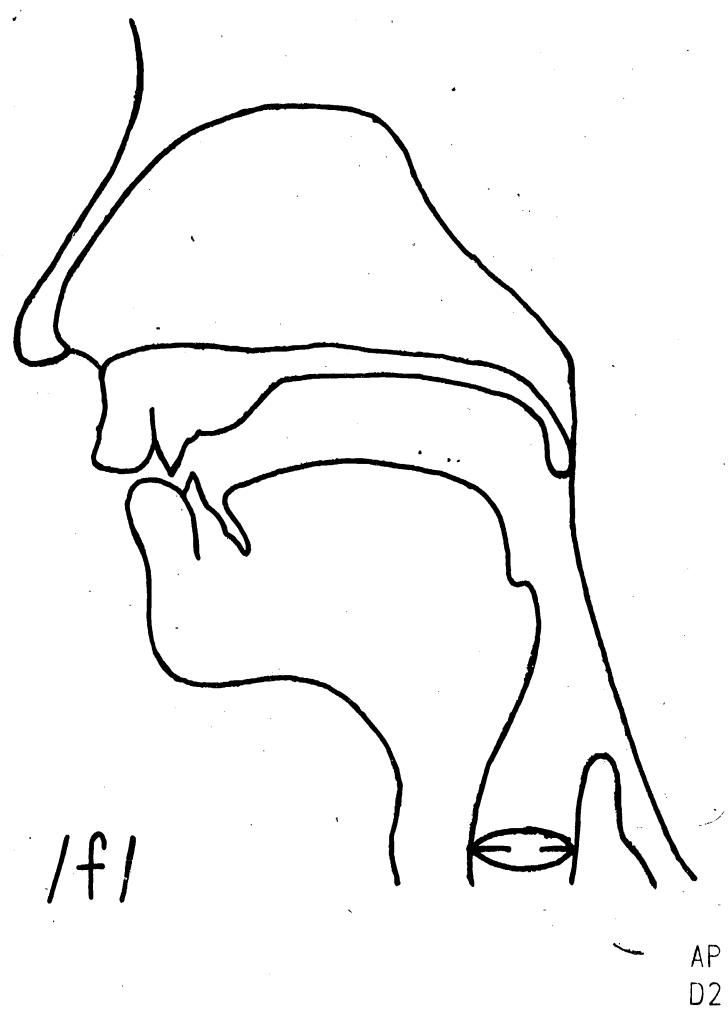
- 4. Discrimination:
- T points to pictures

- C1/St identifies orally

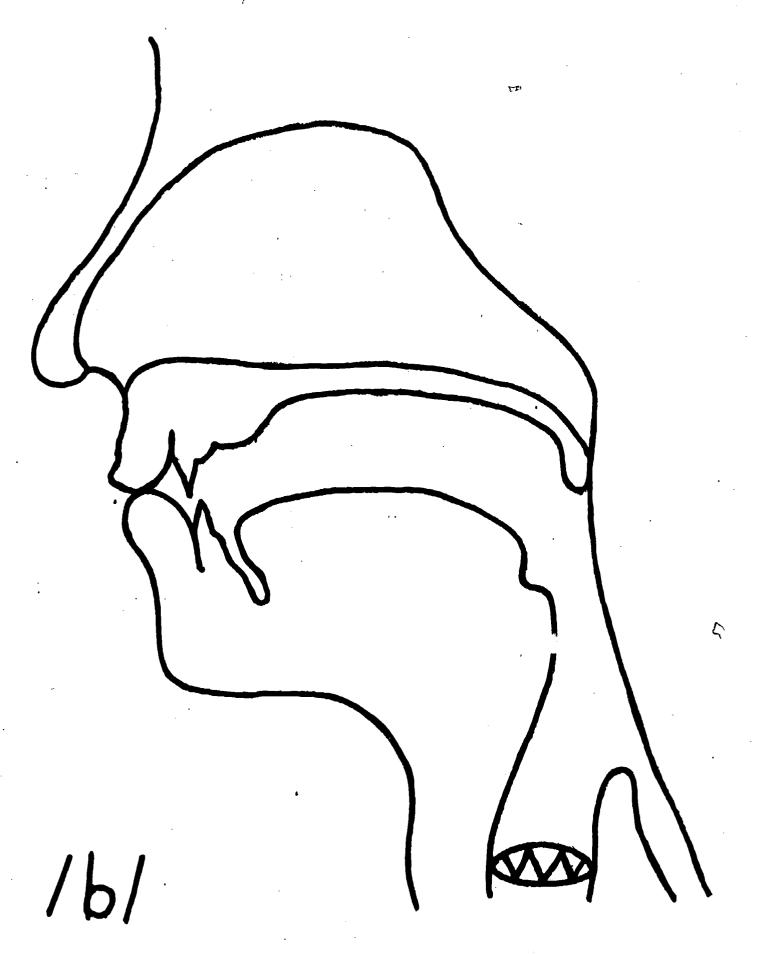
- 1. Listening:
- T models Cl listens
- 2. Repetition:
- T models Cl/Gr/St repeats





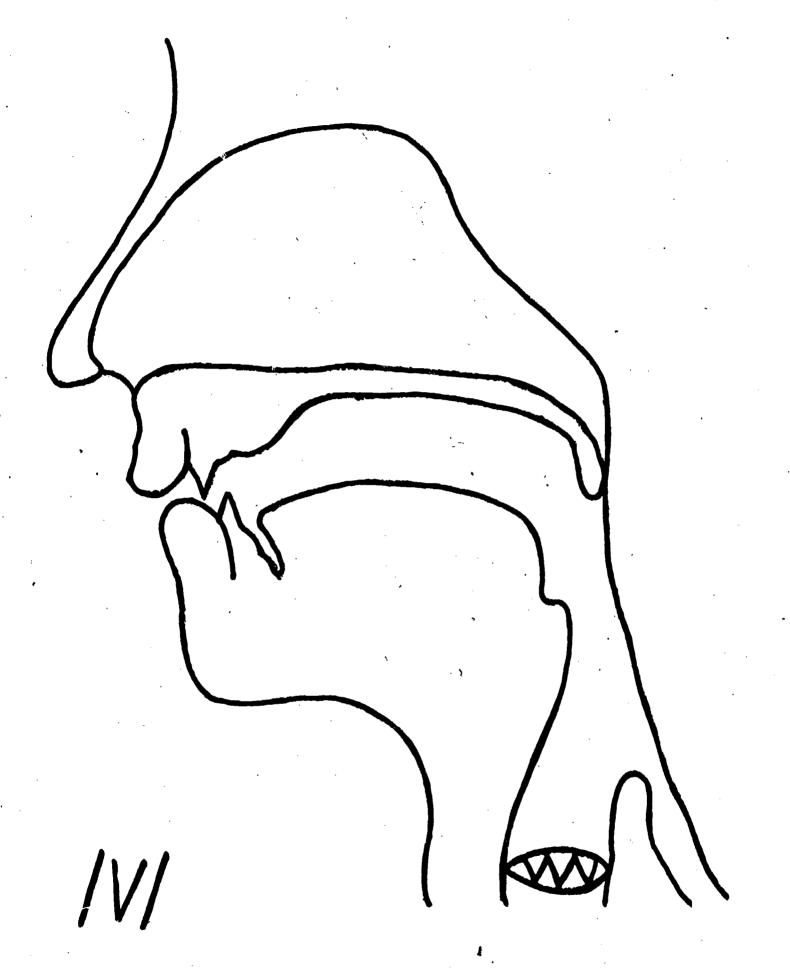


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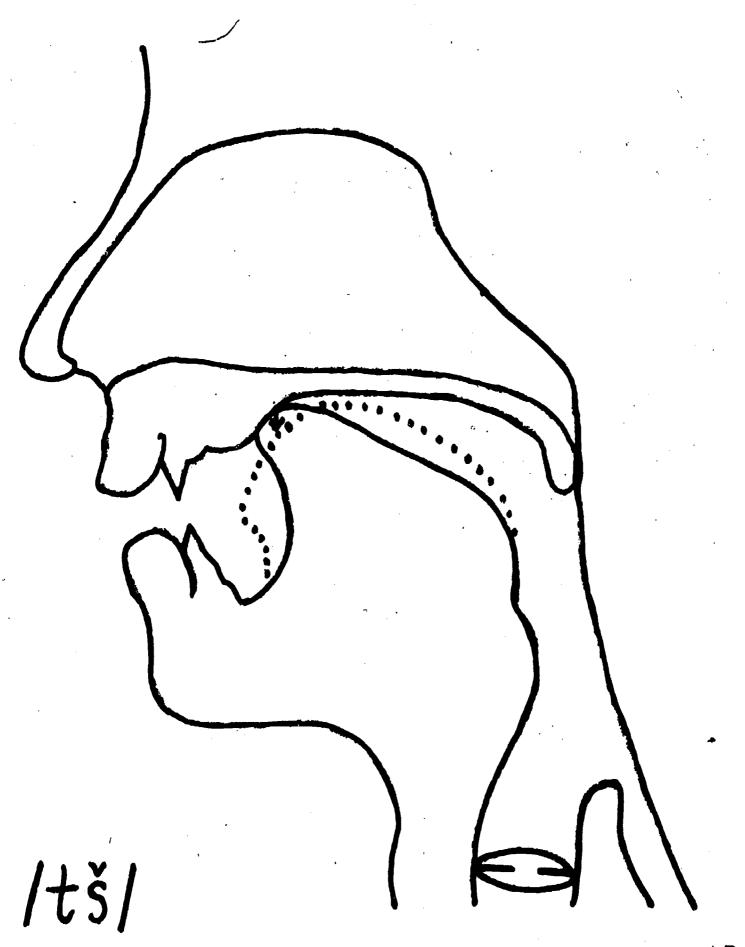


AF D3

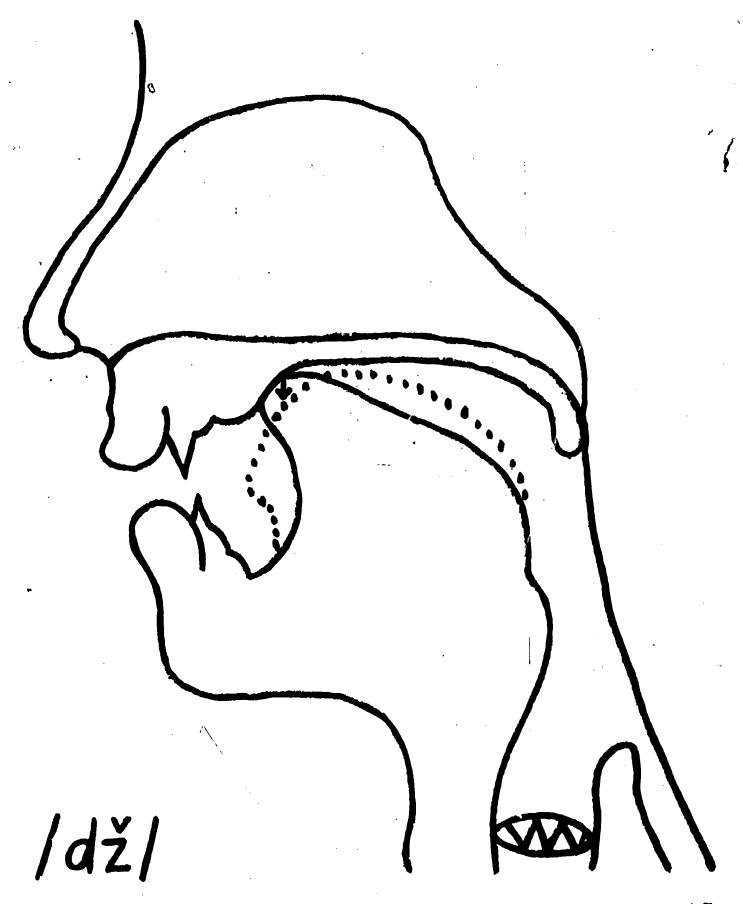




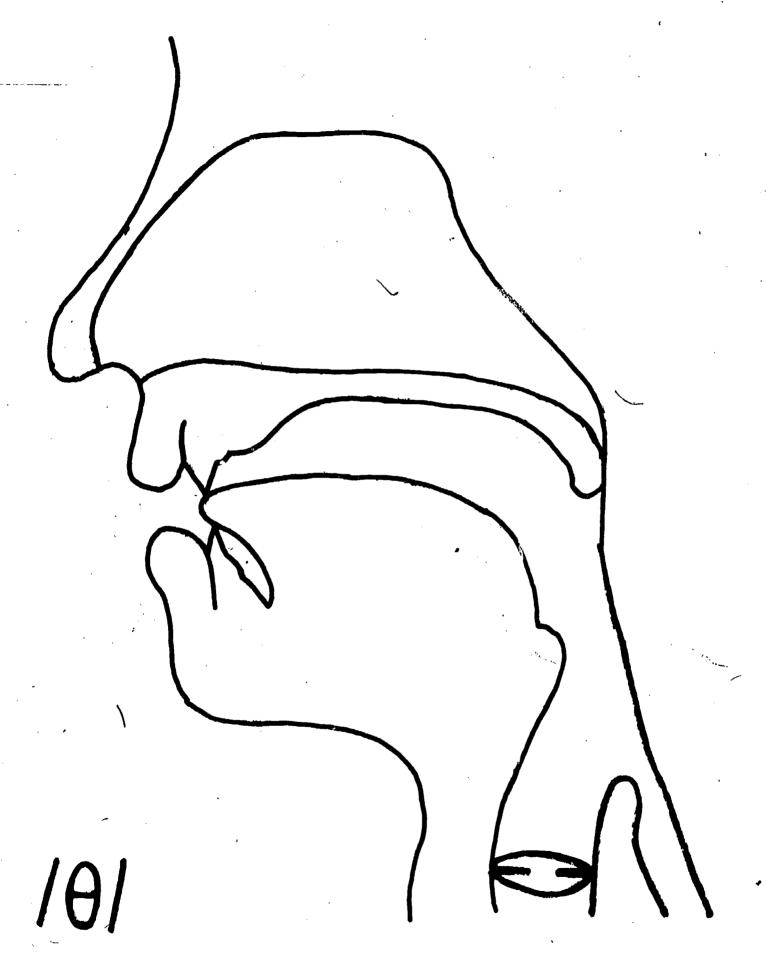




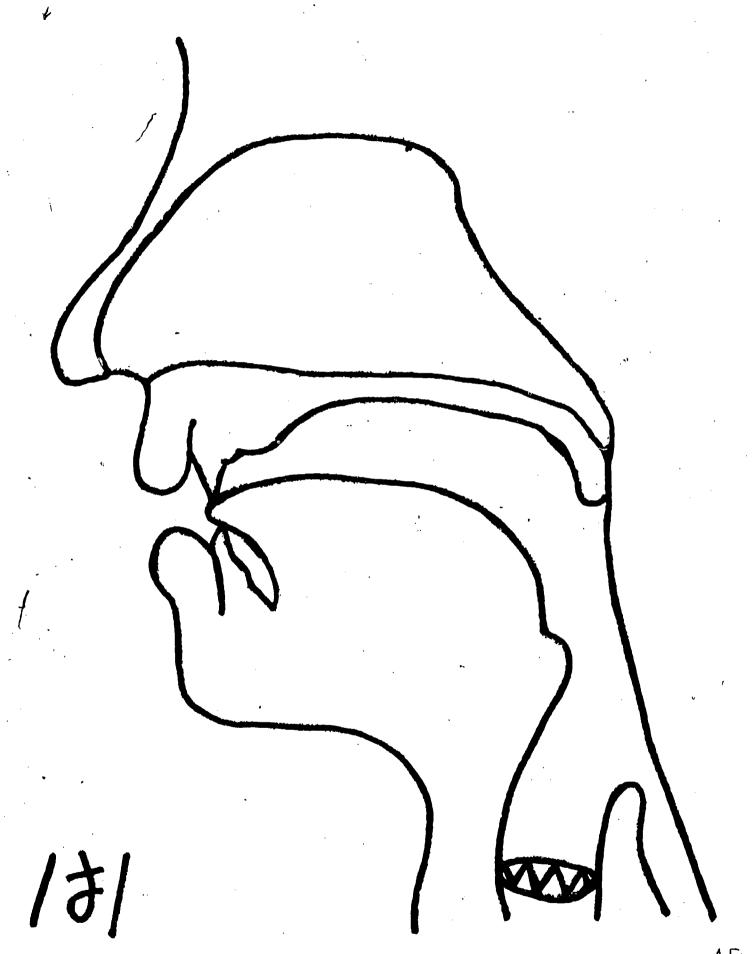




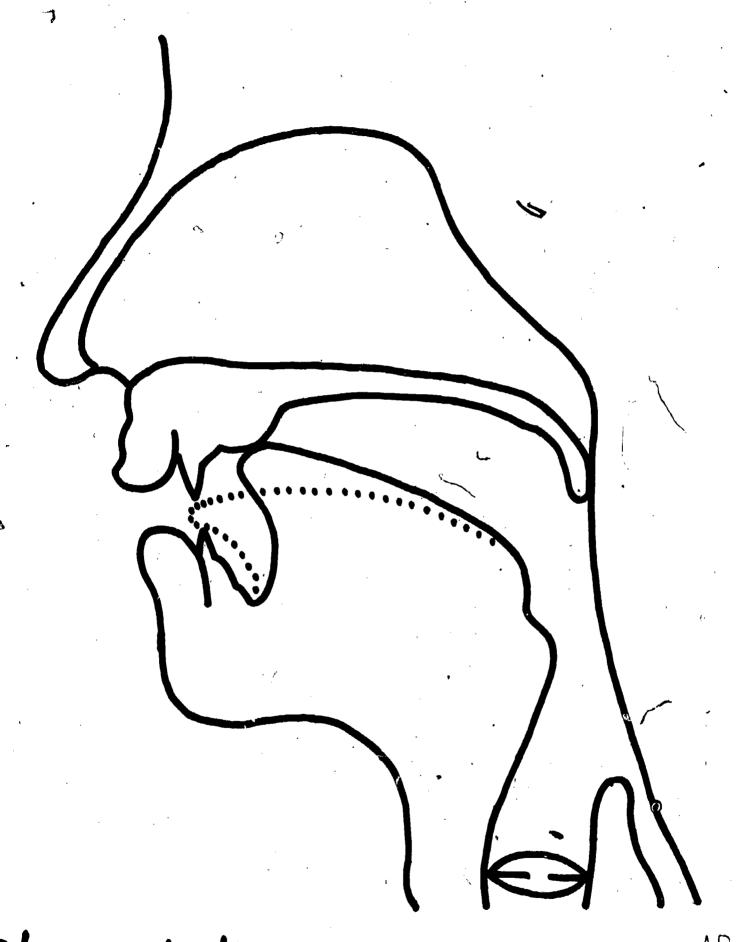
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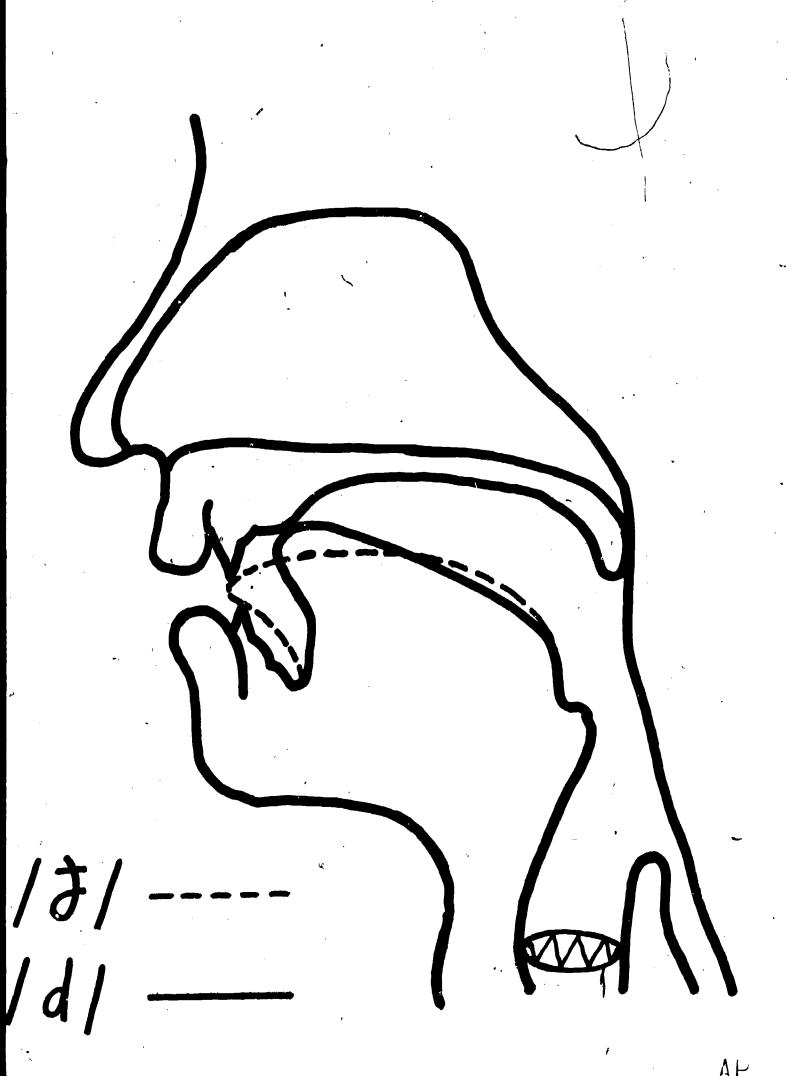
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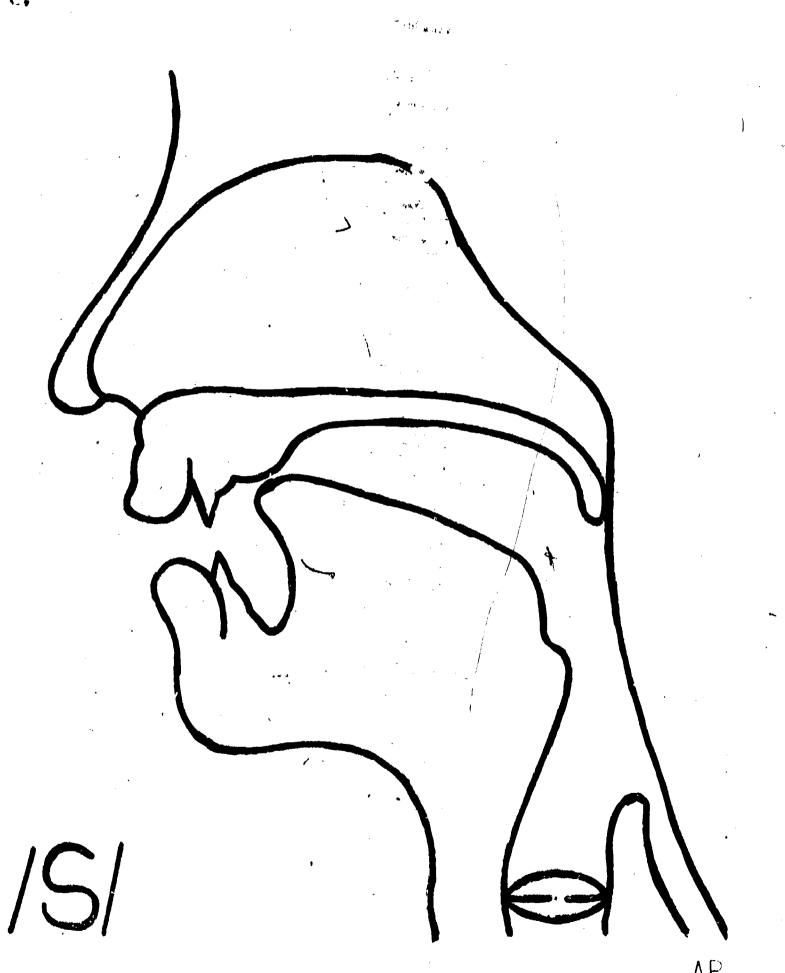
AP D9

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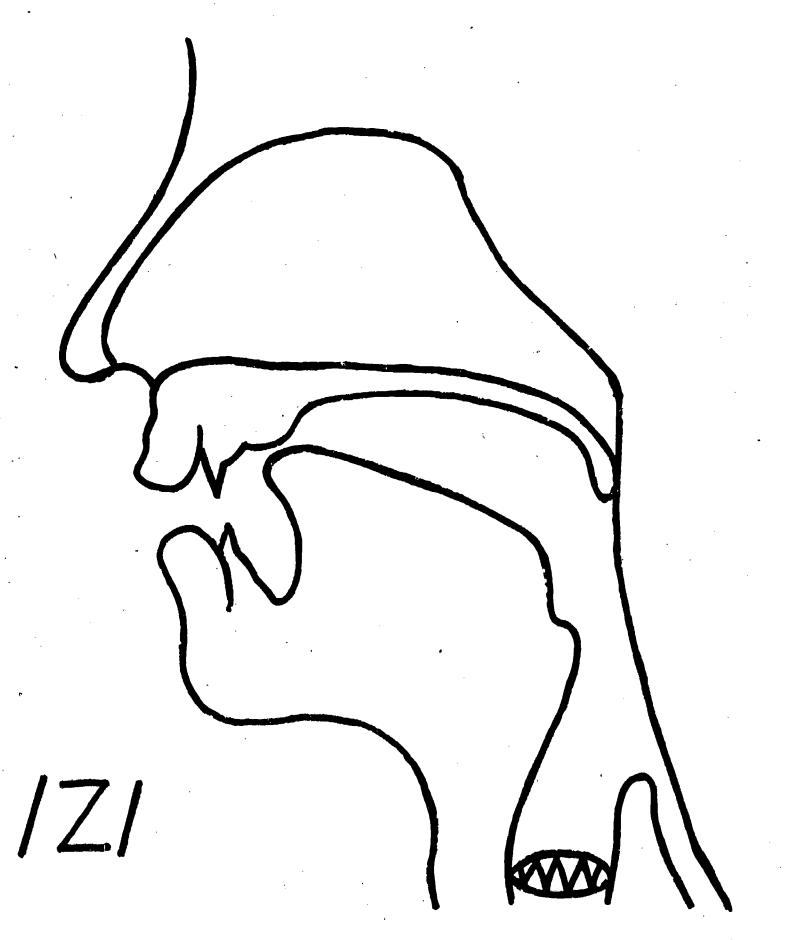


AF D10

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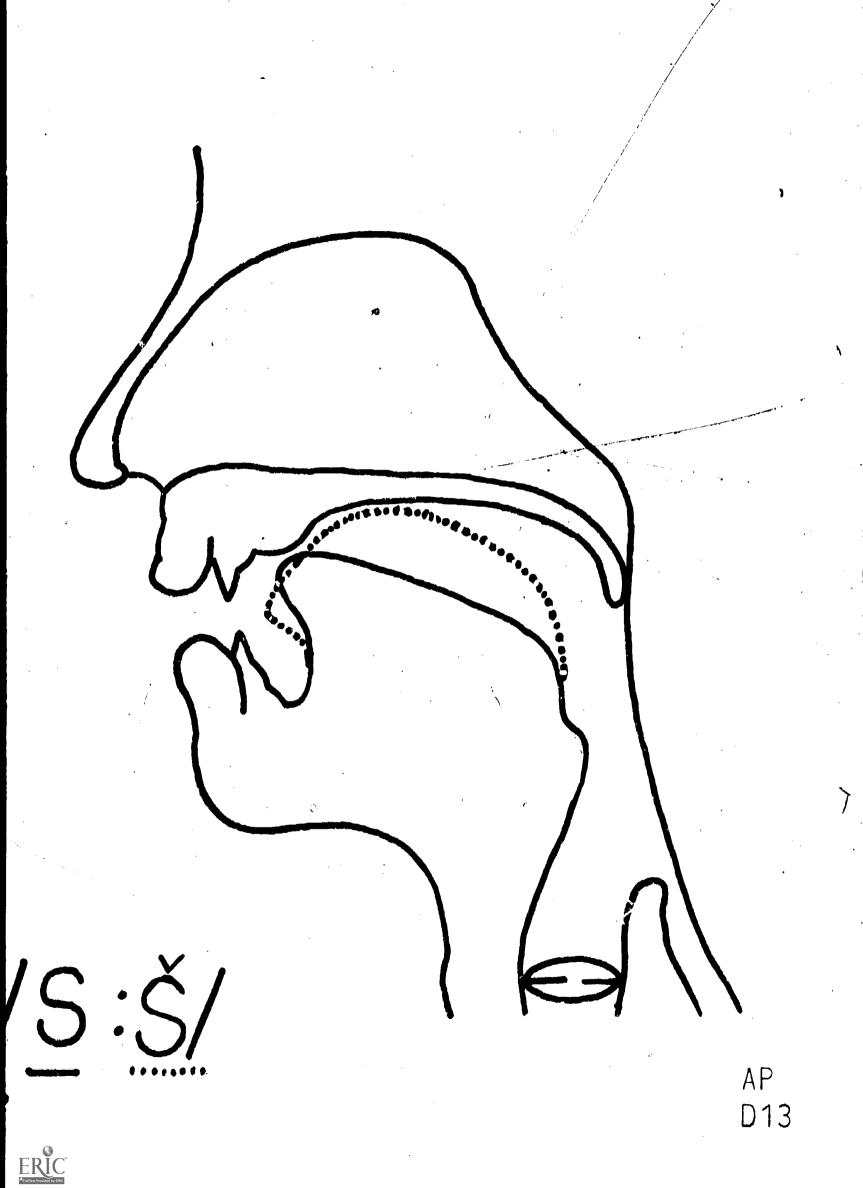


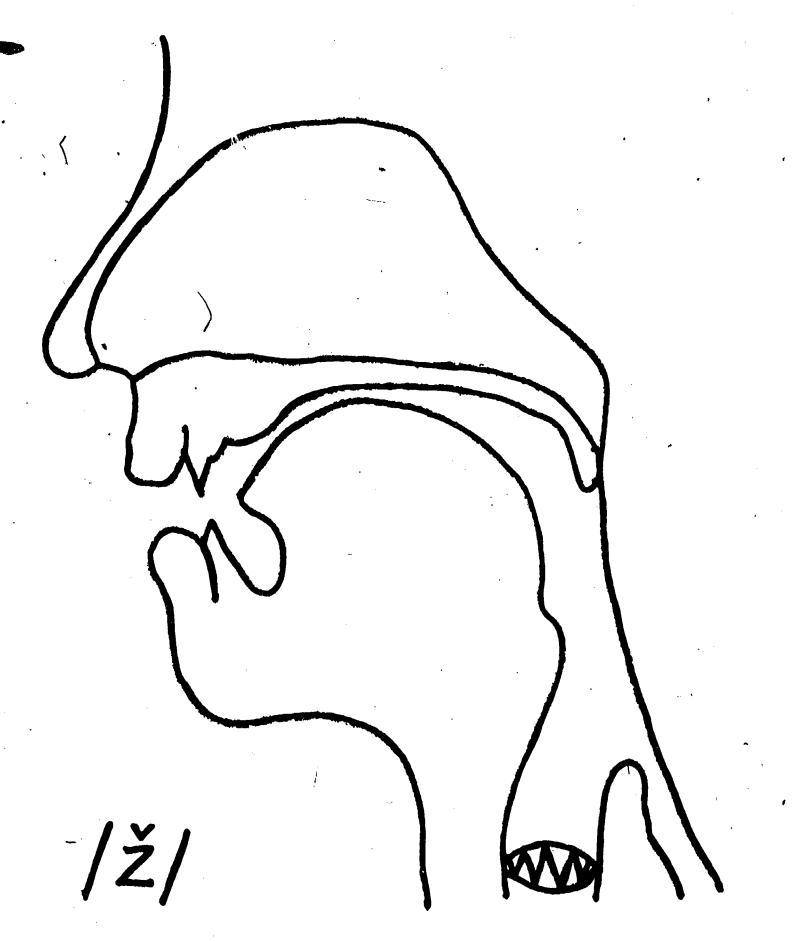
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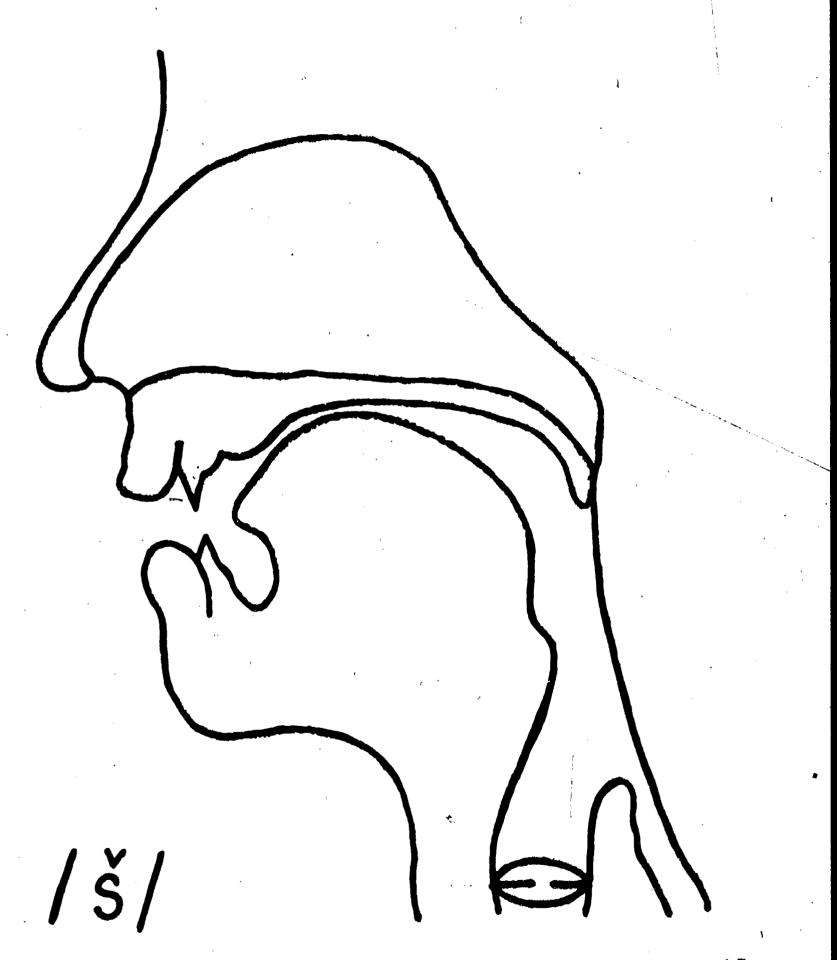
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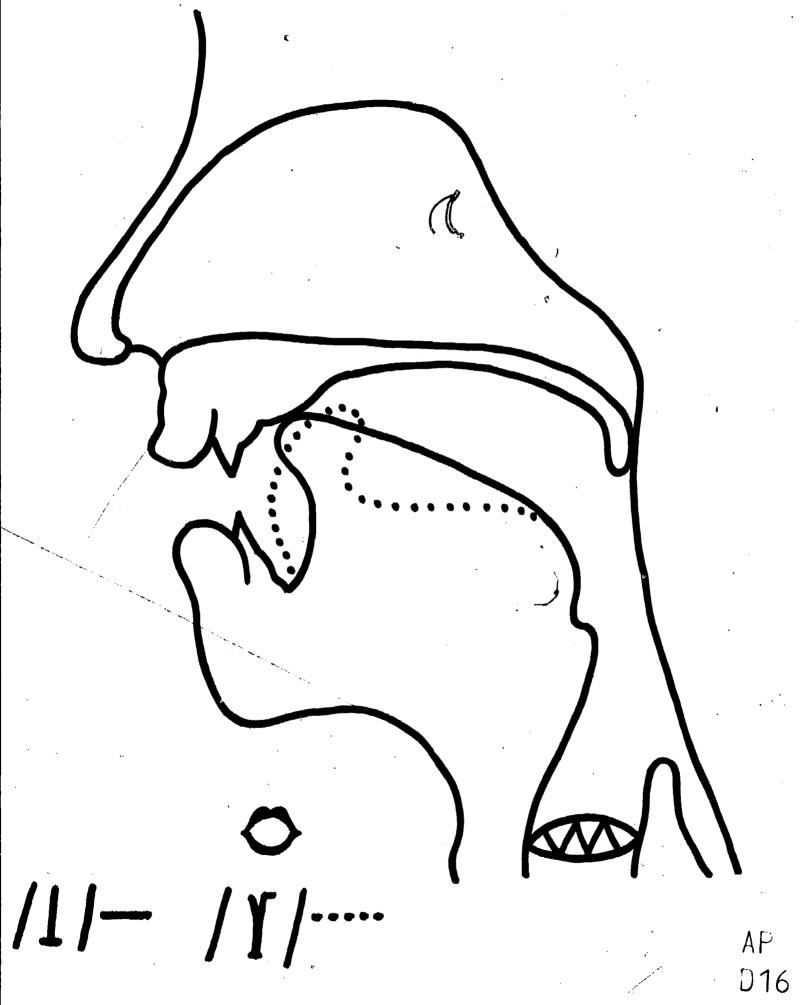




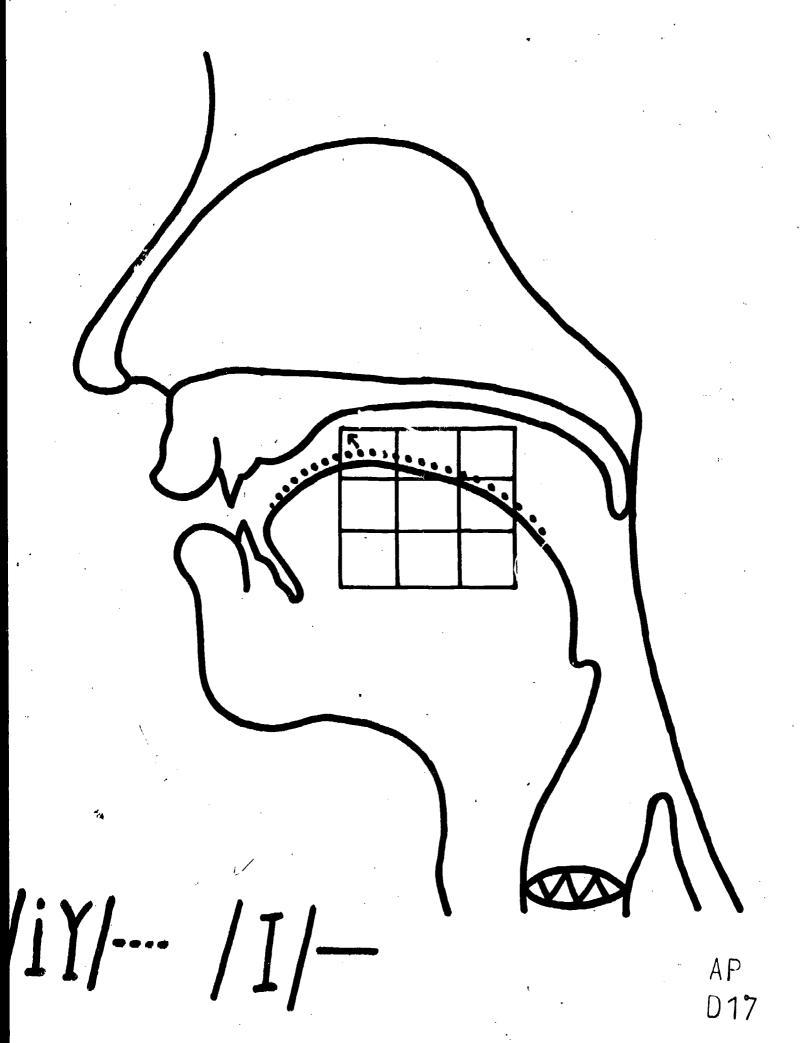




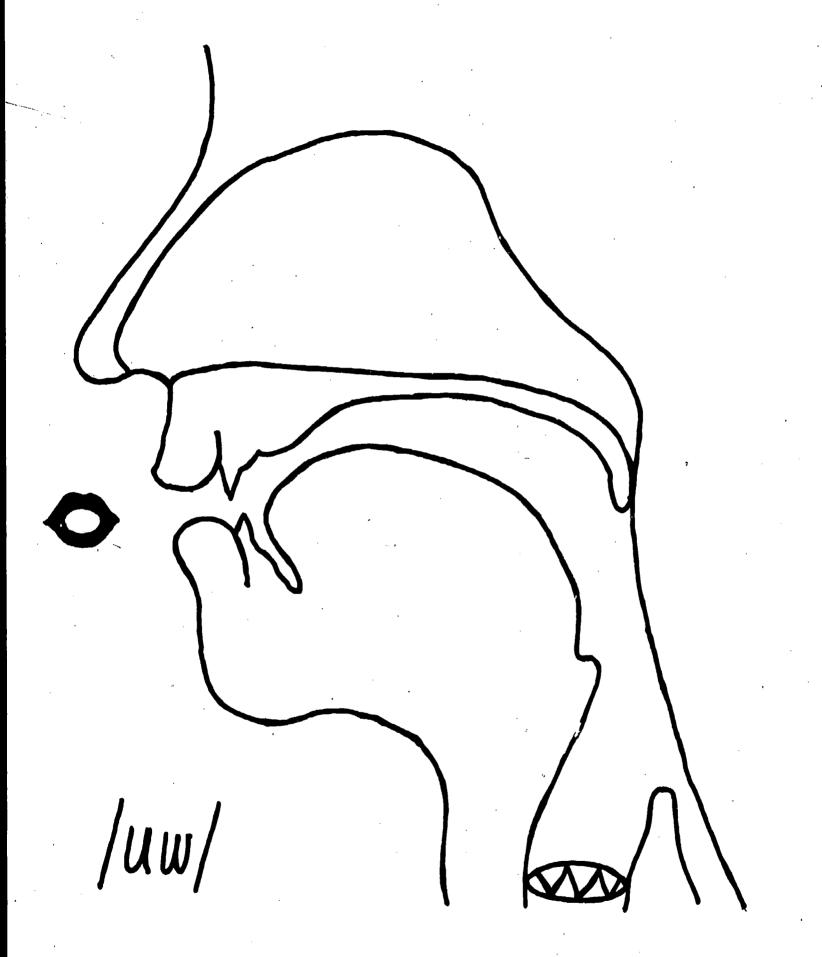




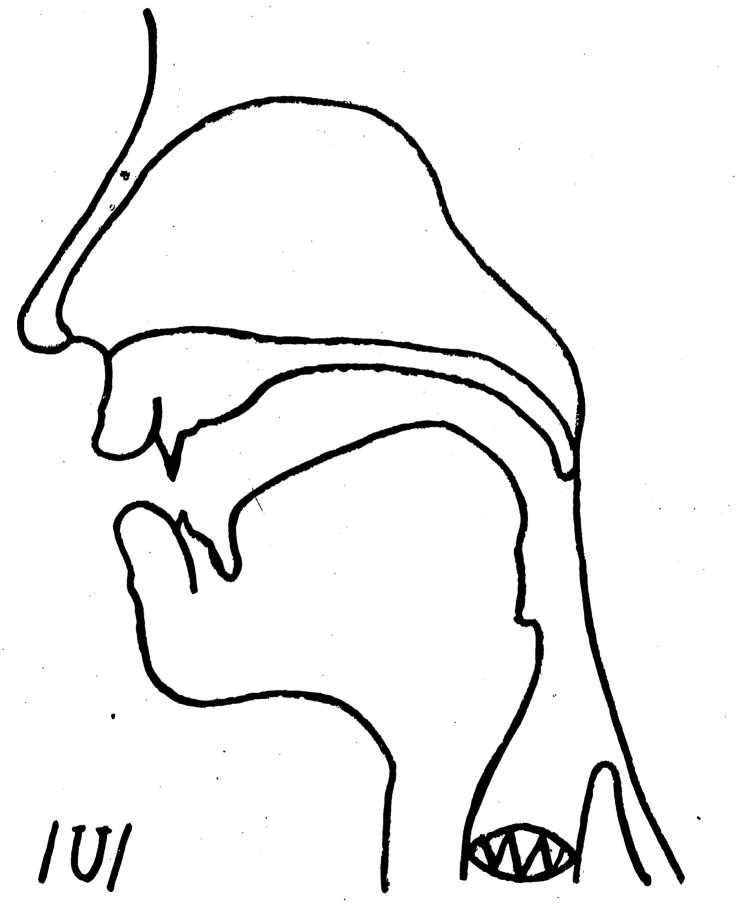




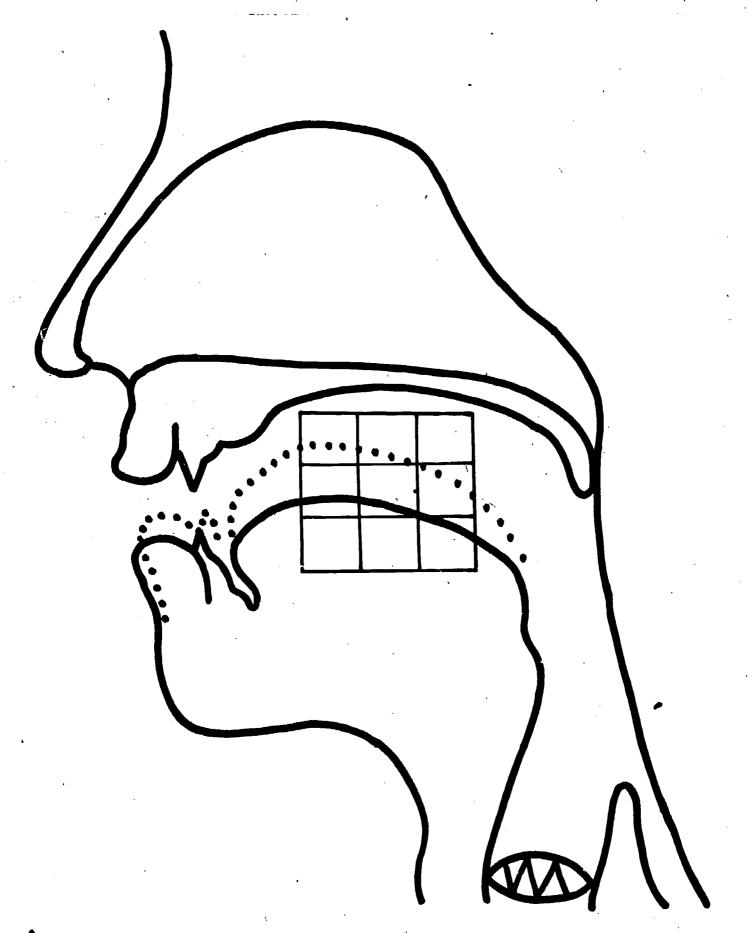
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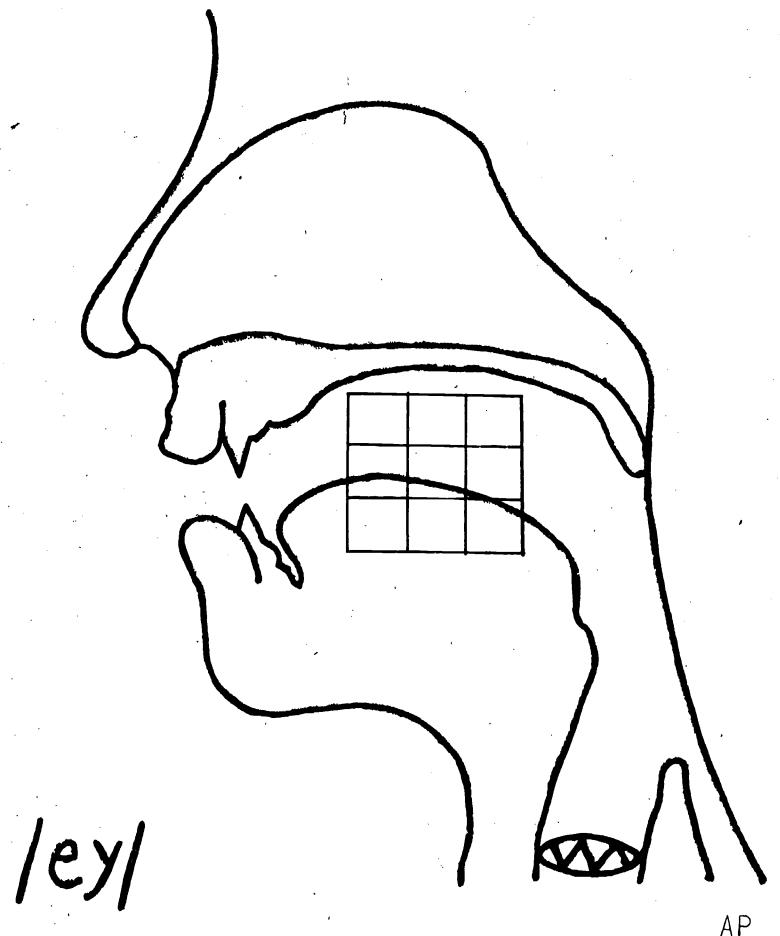




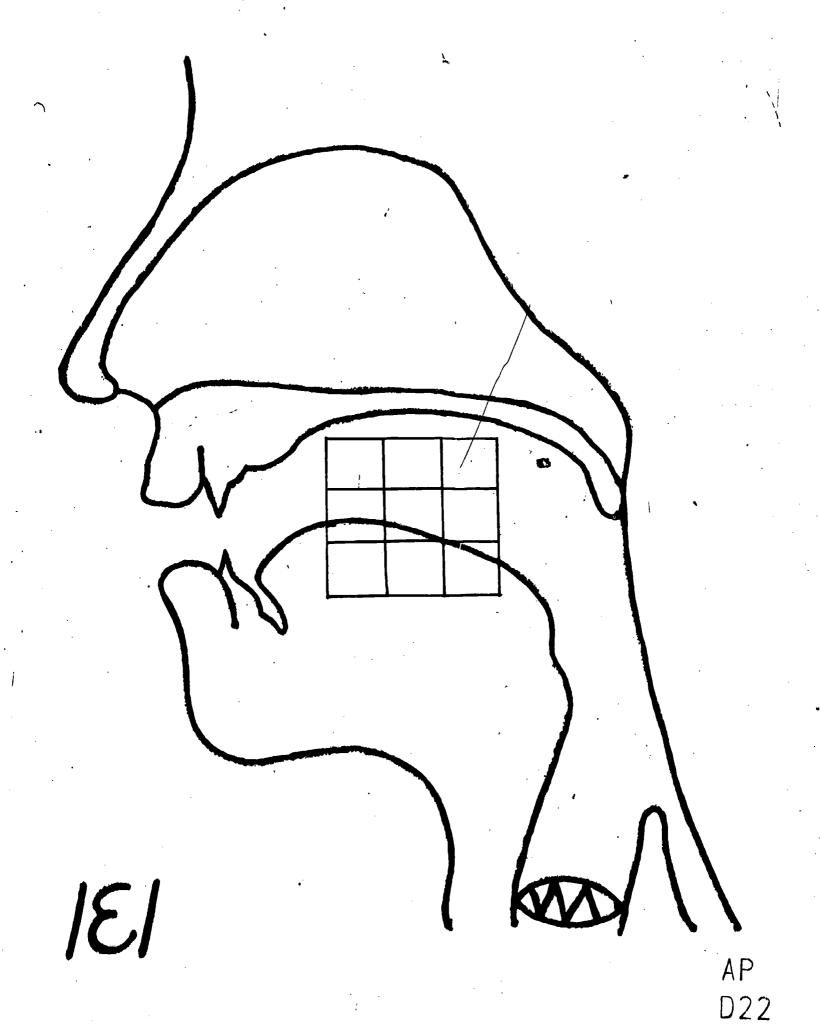


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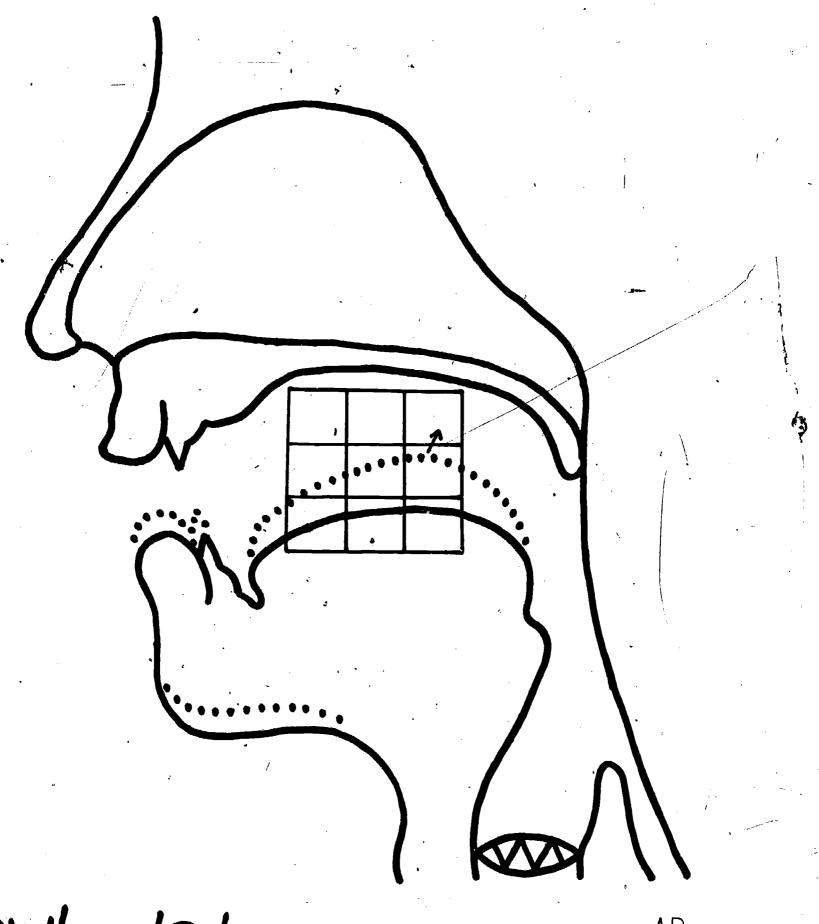








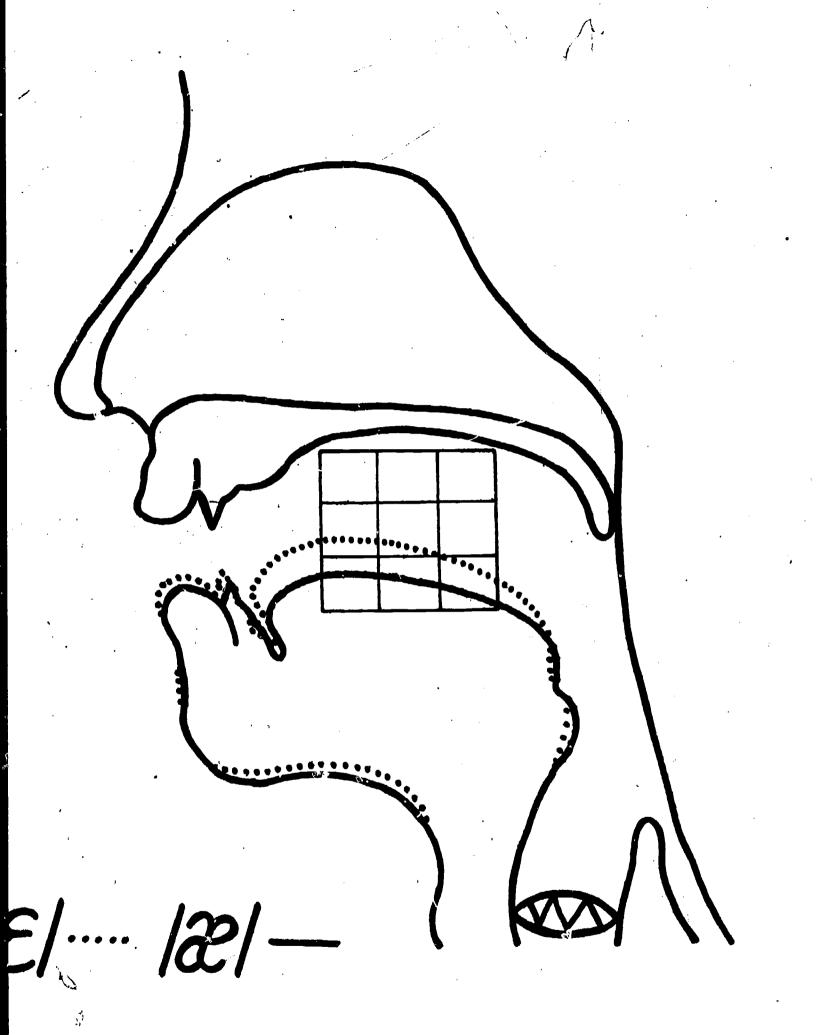
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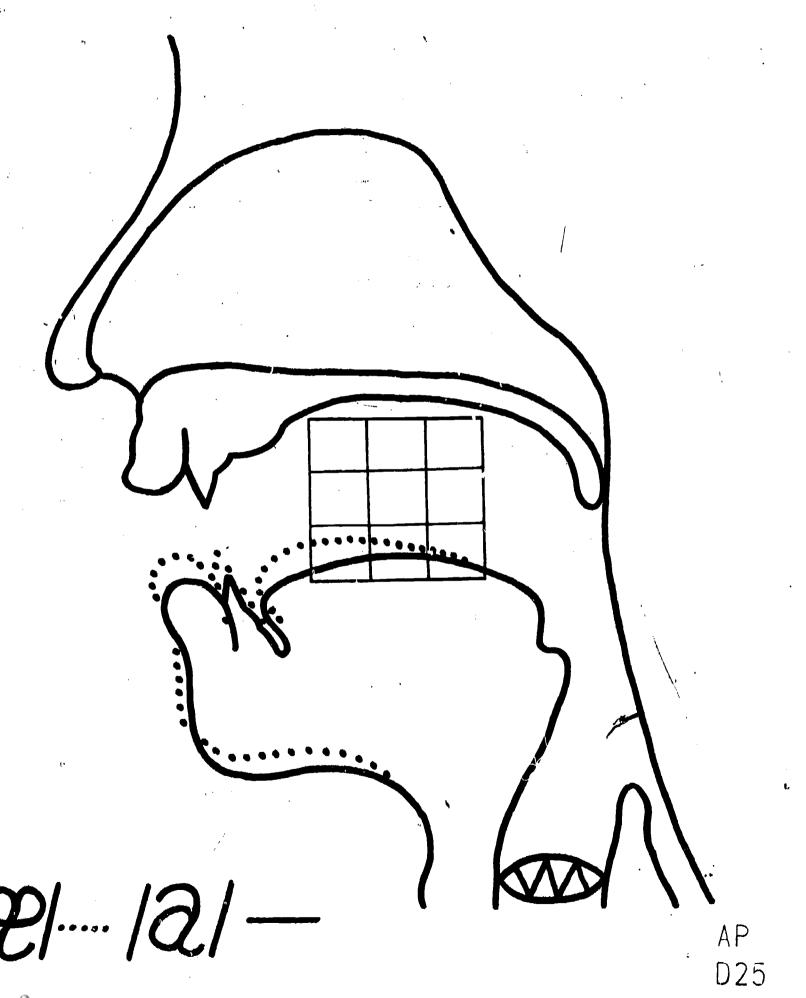
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AP D23

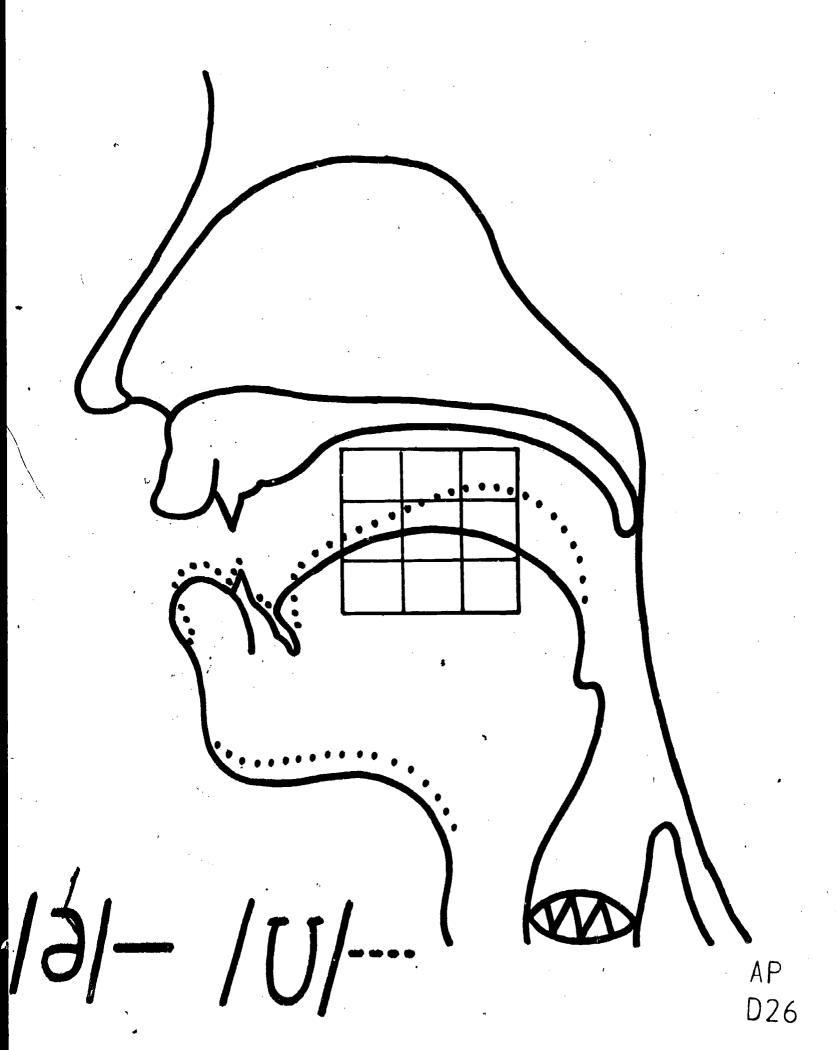
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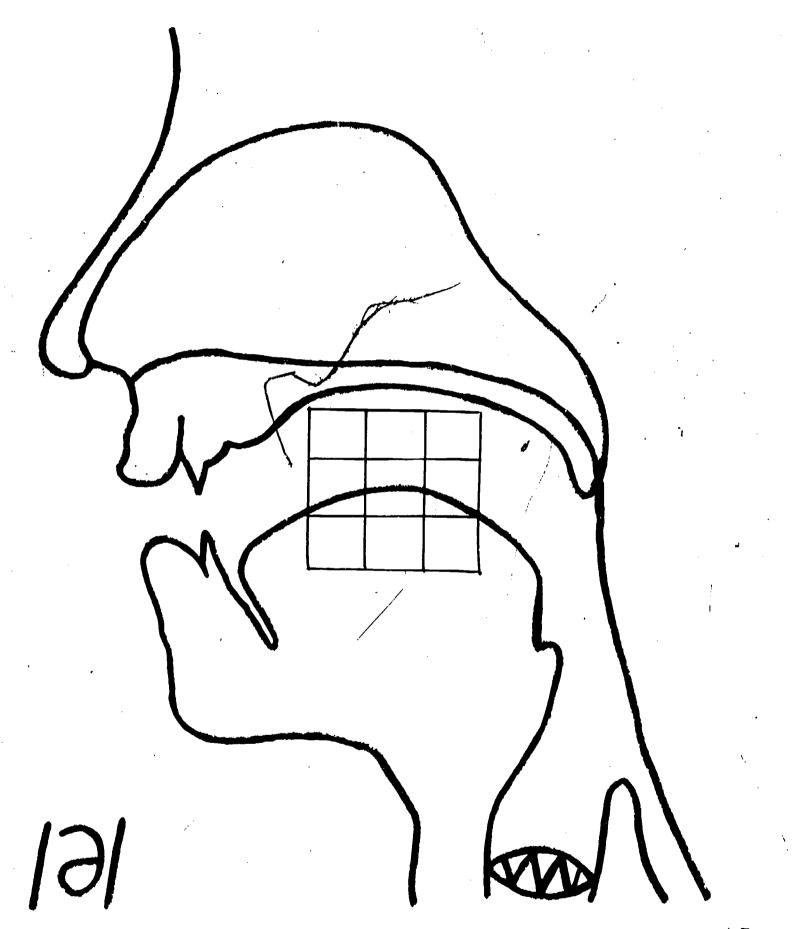




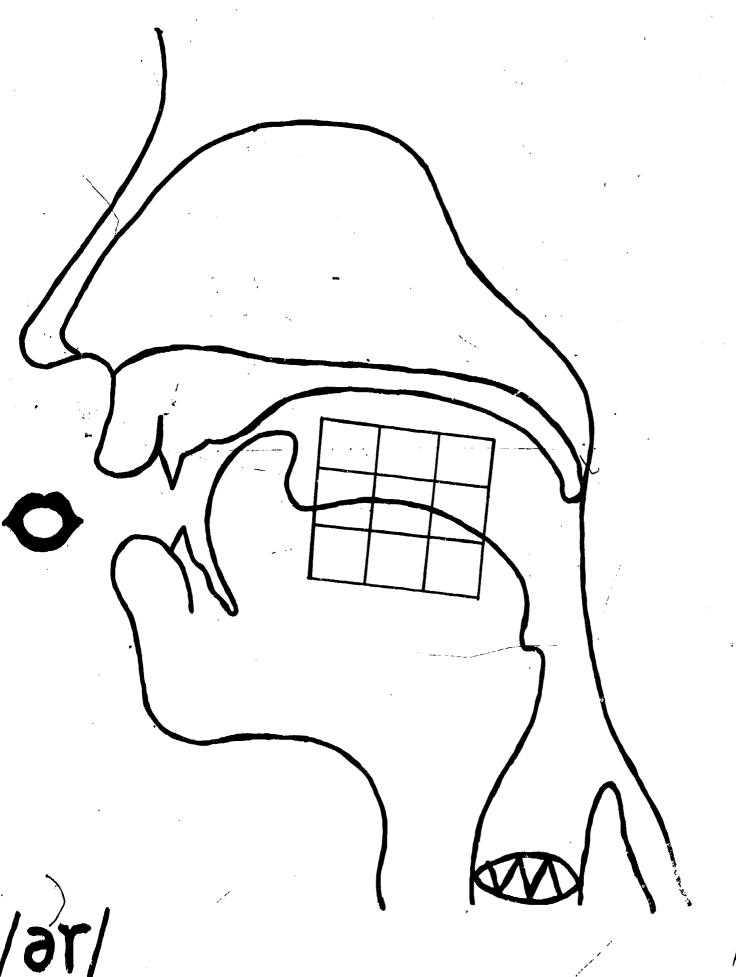
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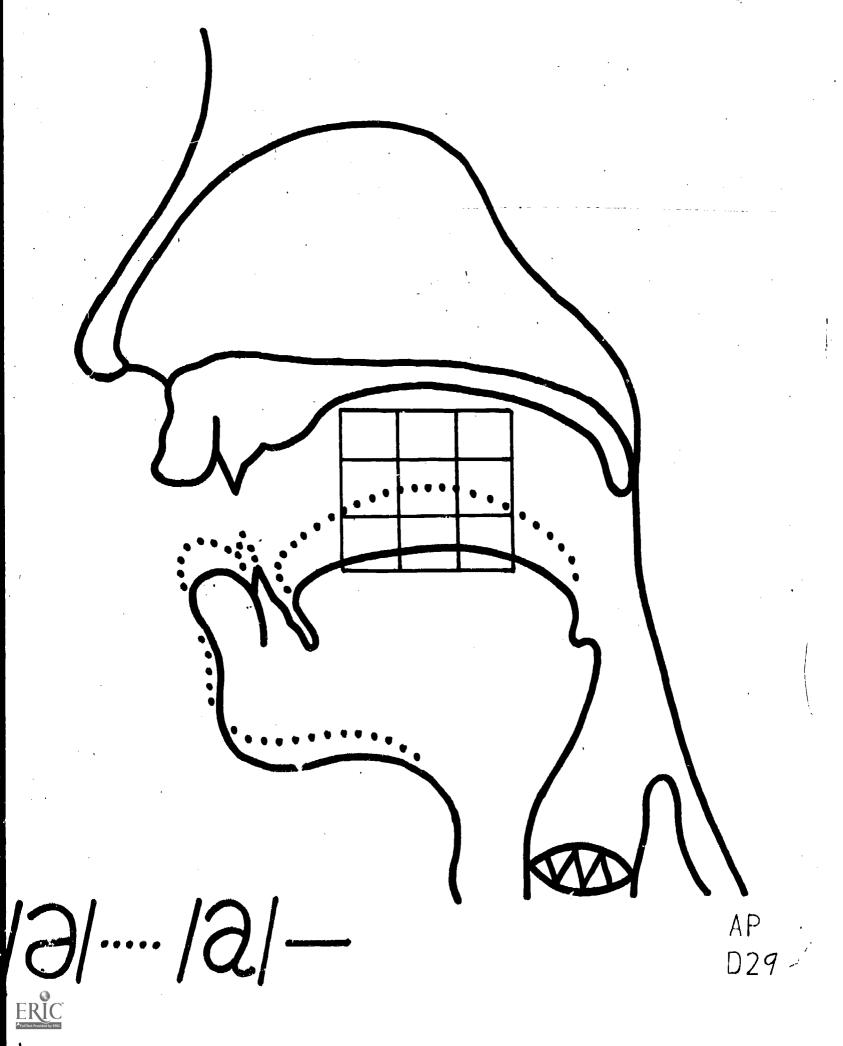






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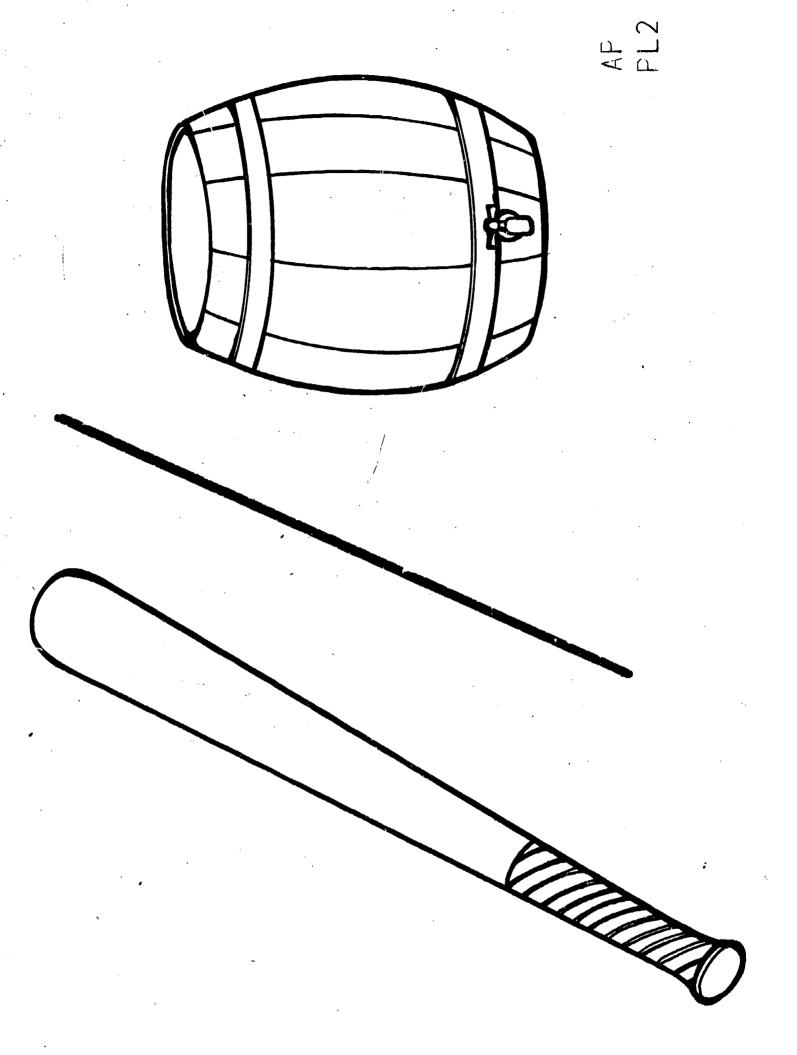
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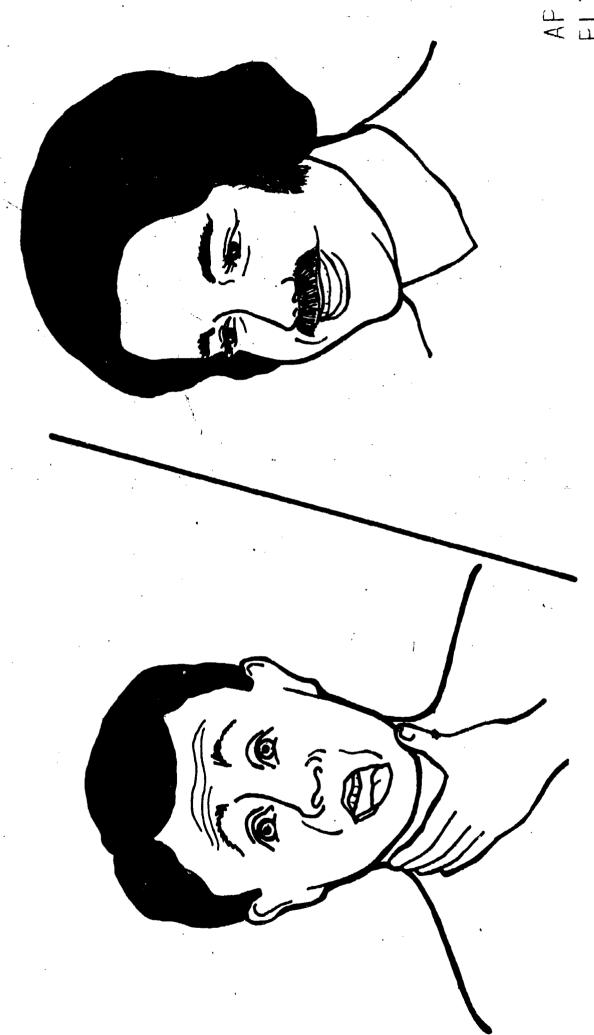


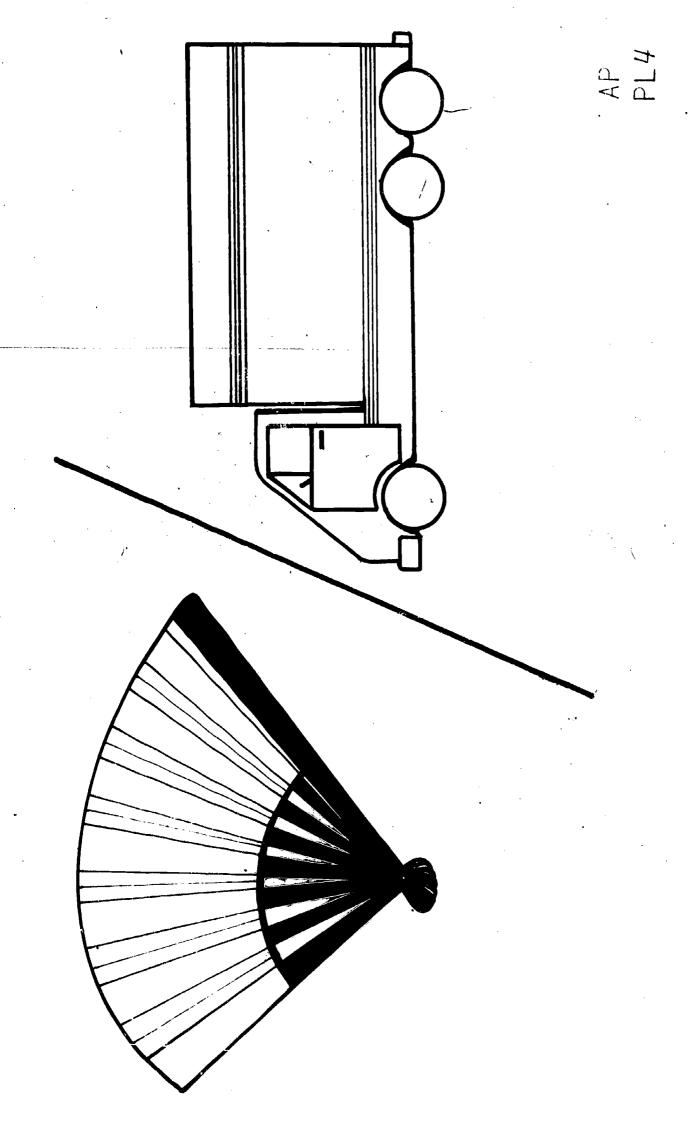
AP PL1

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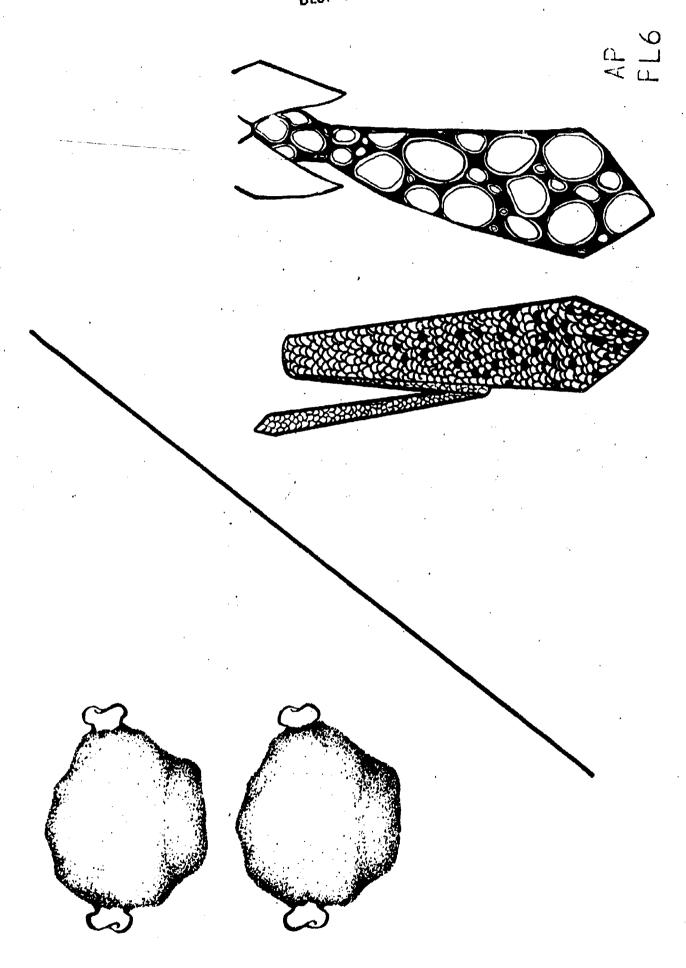


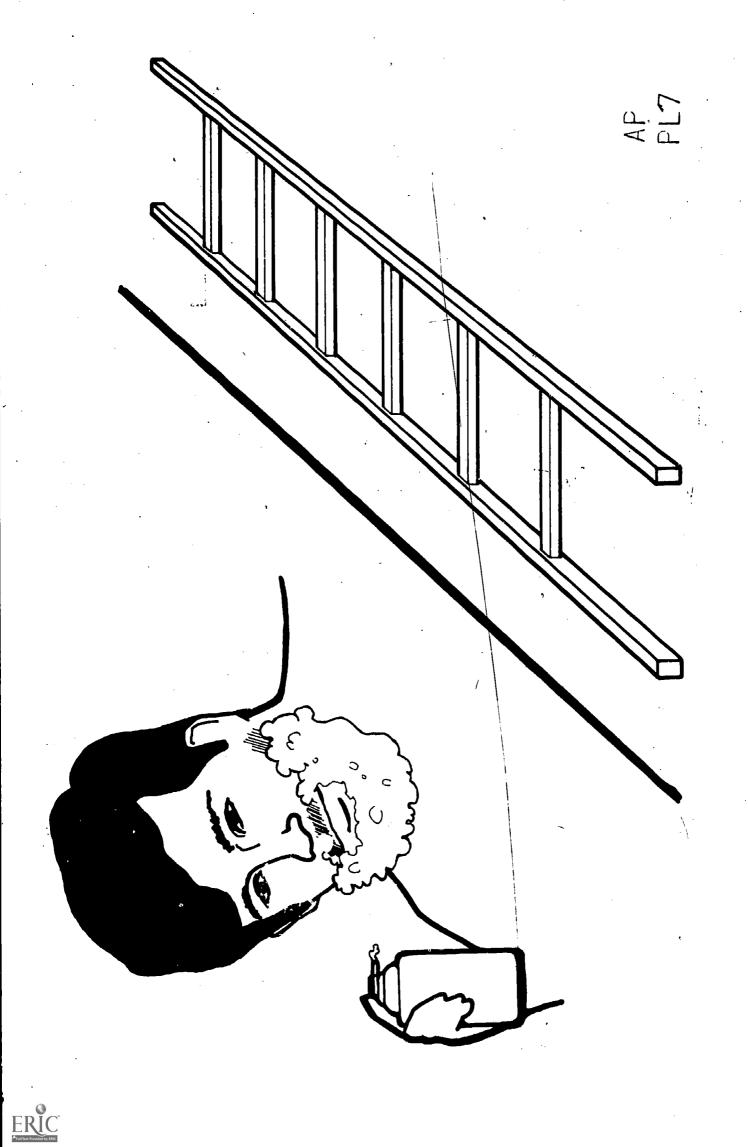


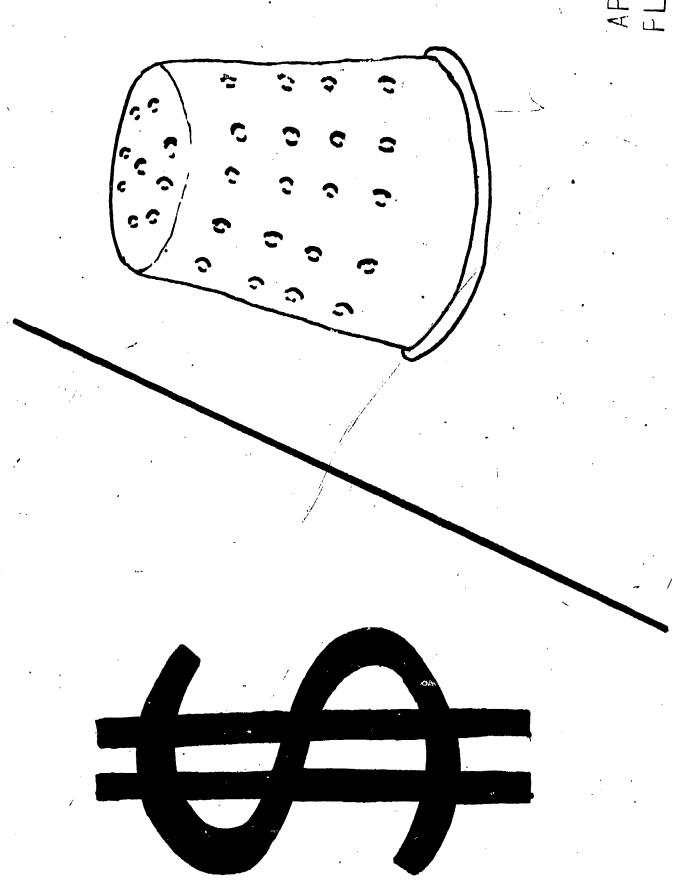




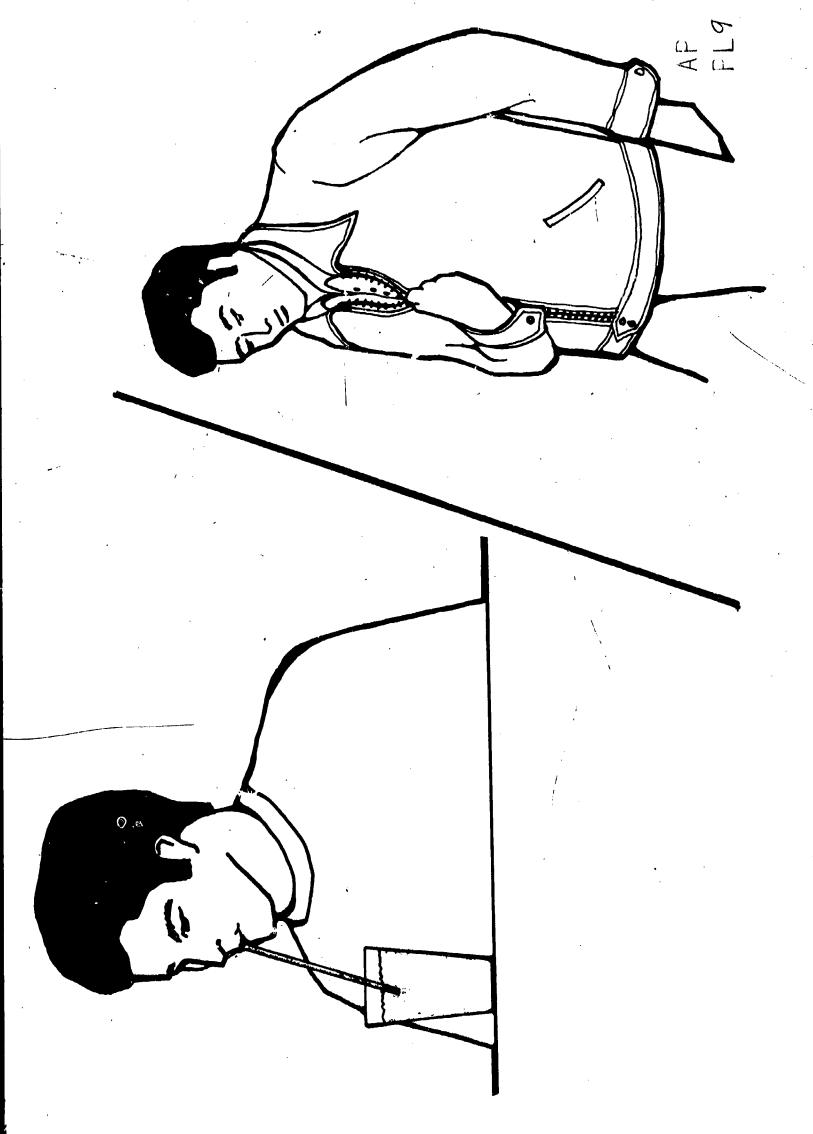
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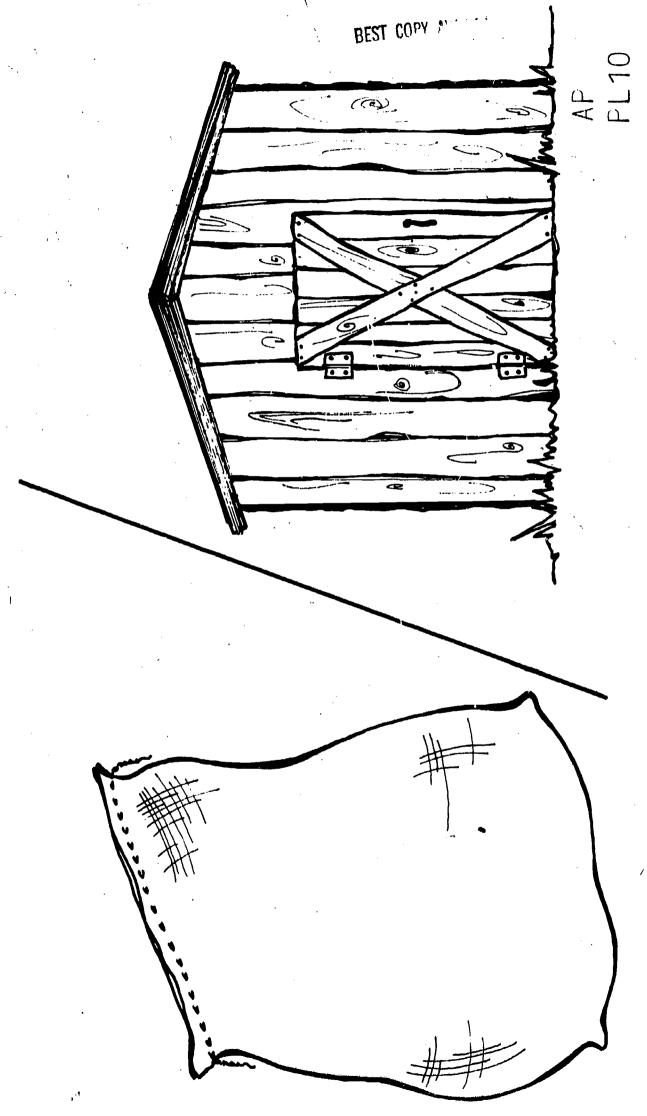




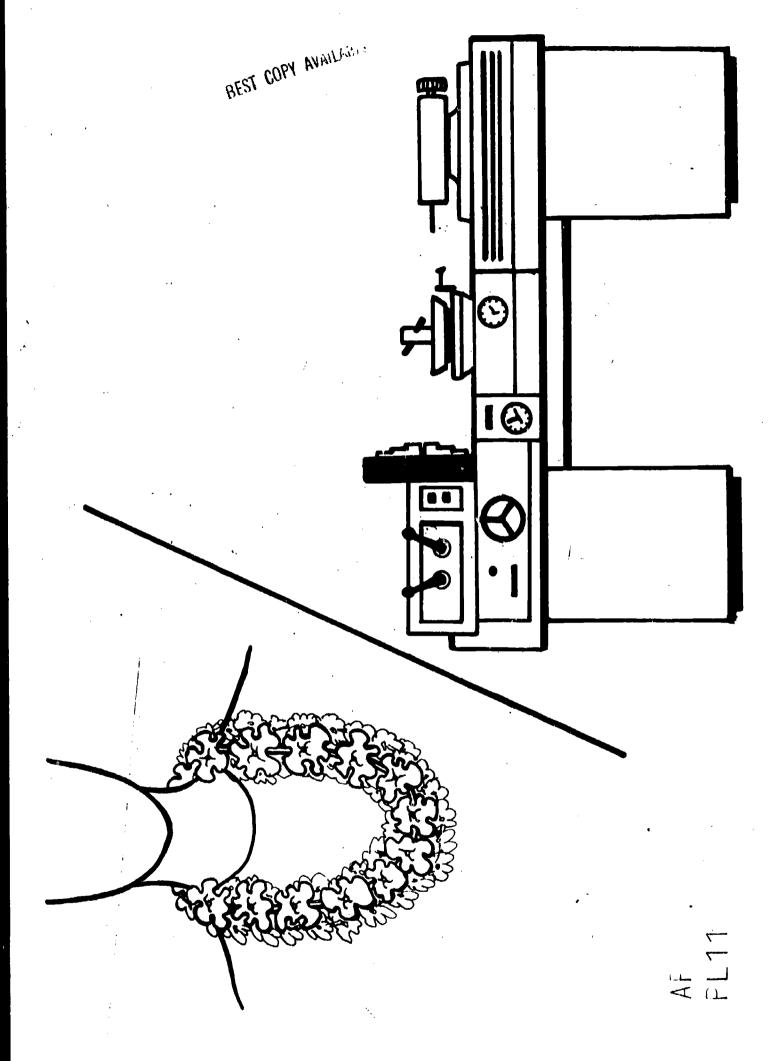
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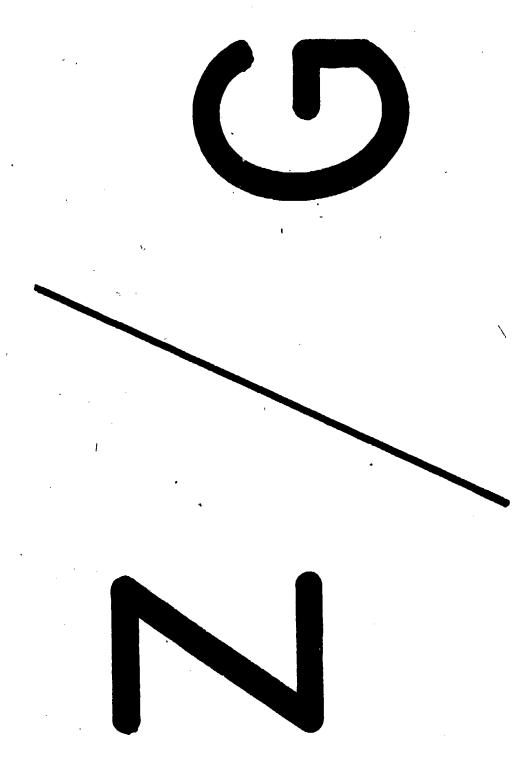


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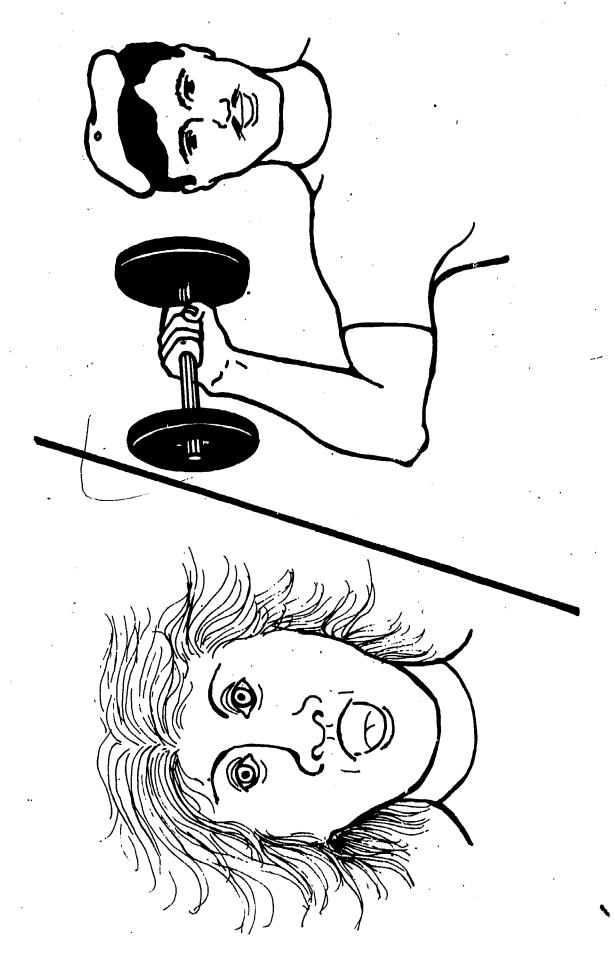
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AF PL12

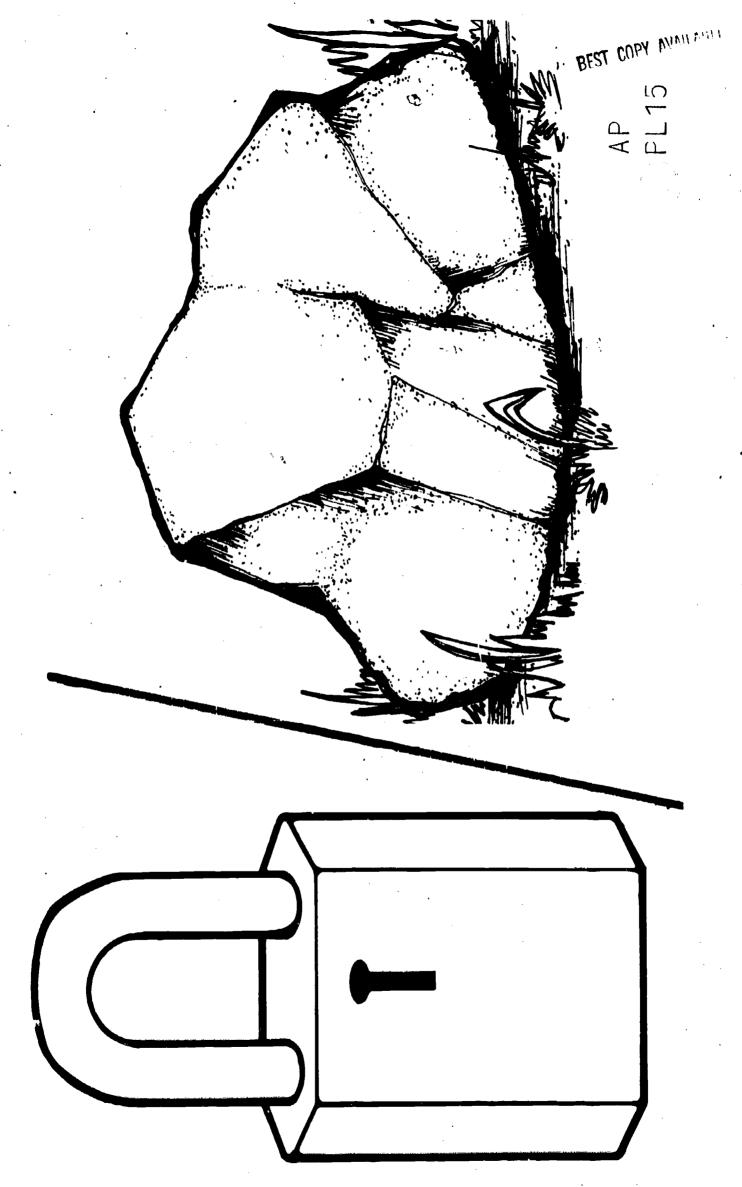


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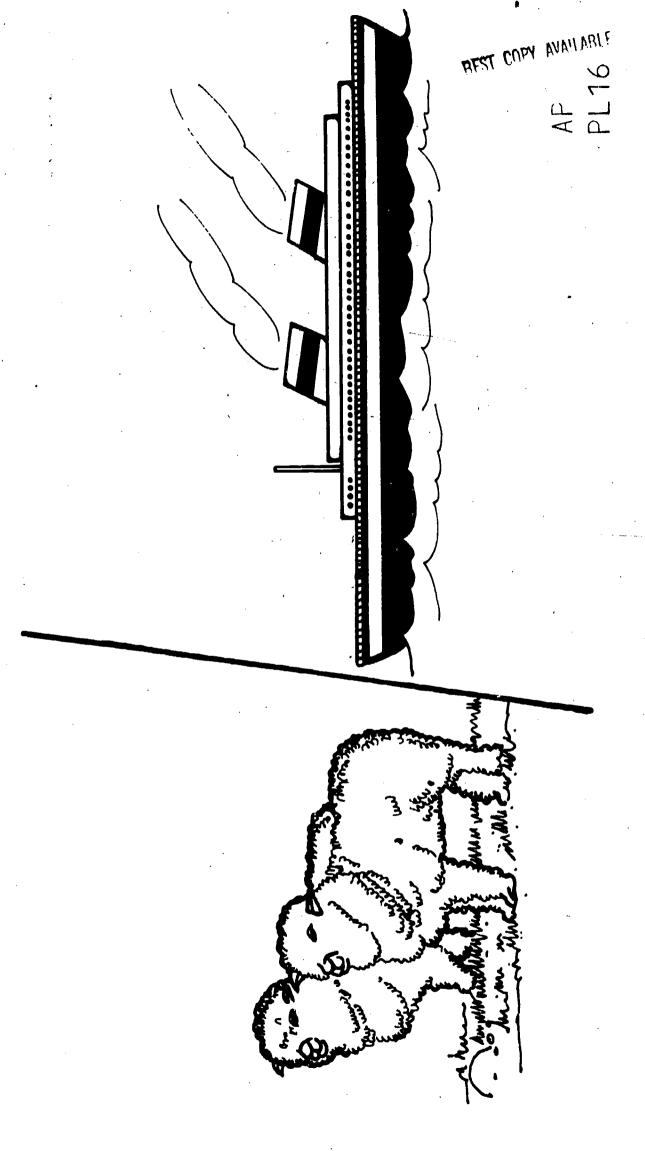
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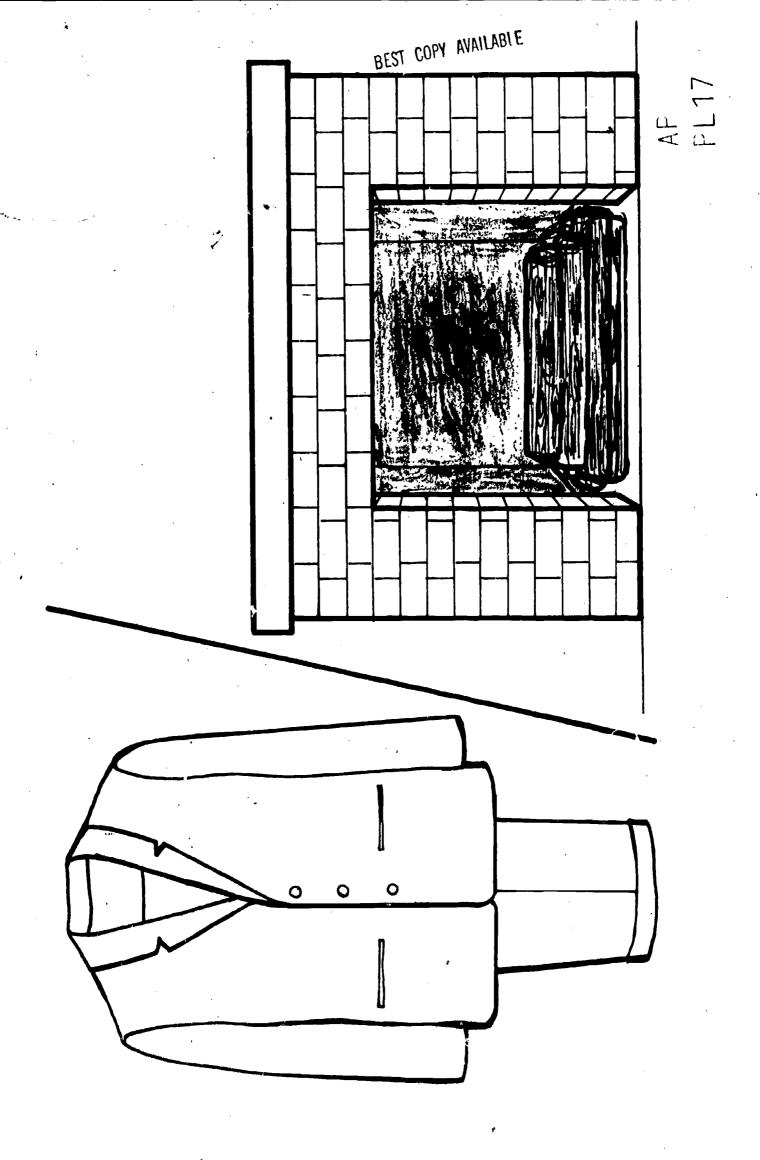




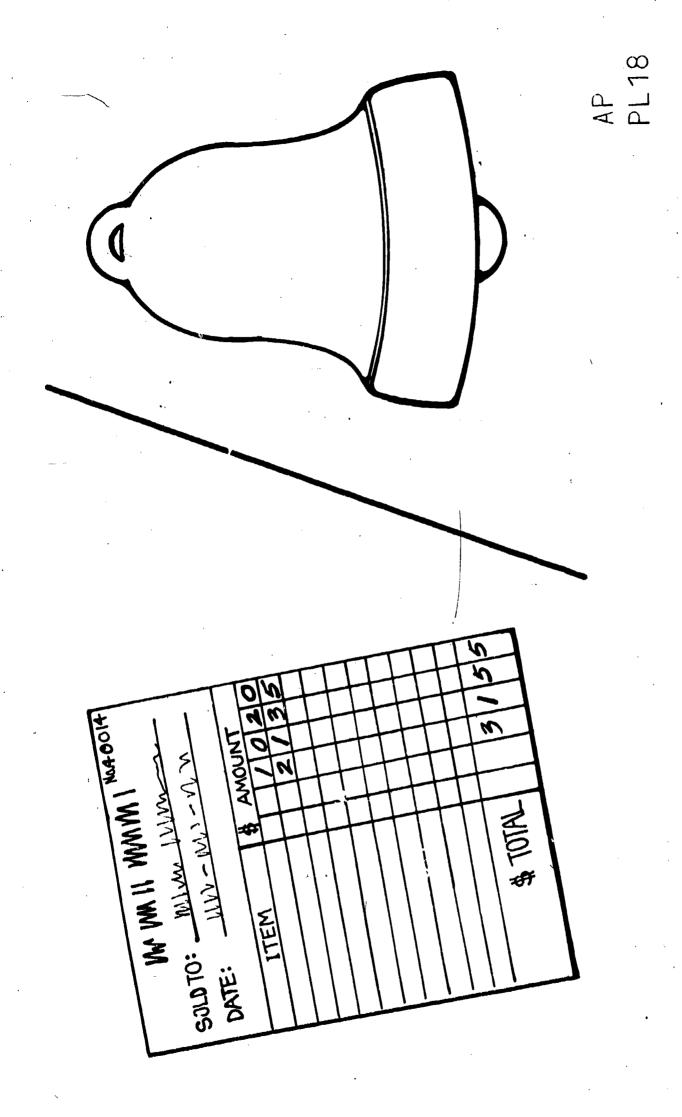




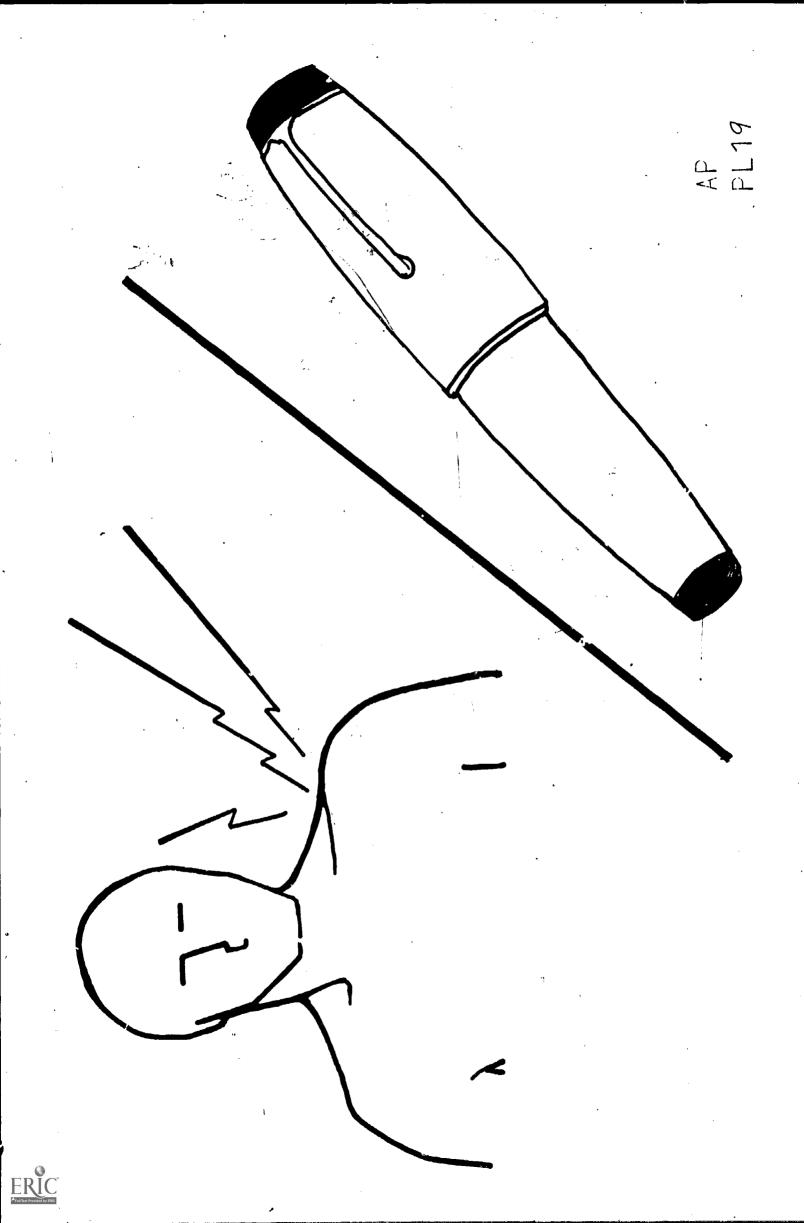


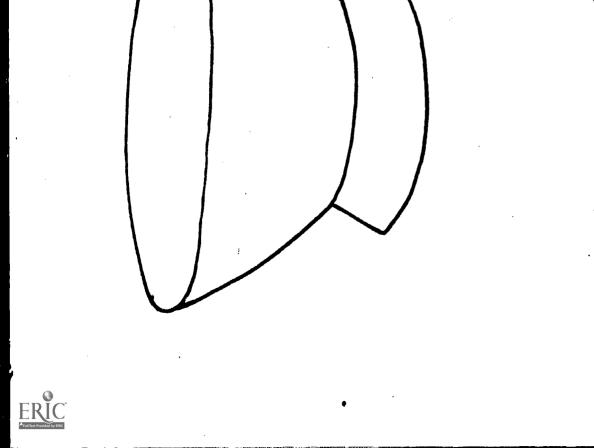


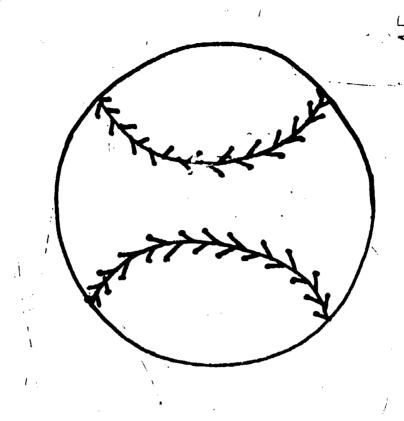








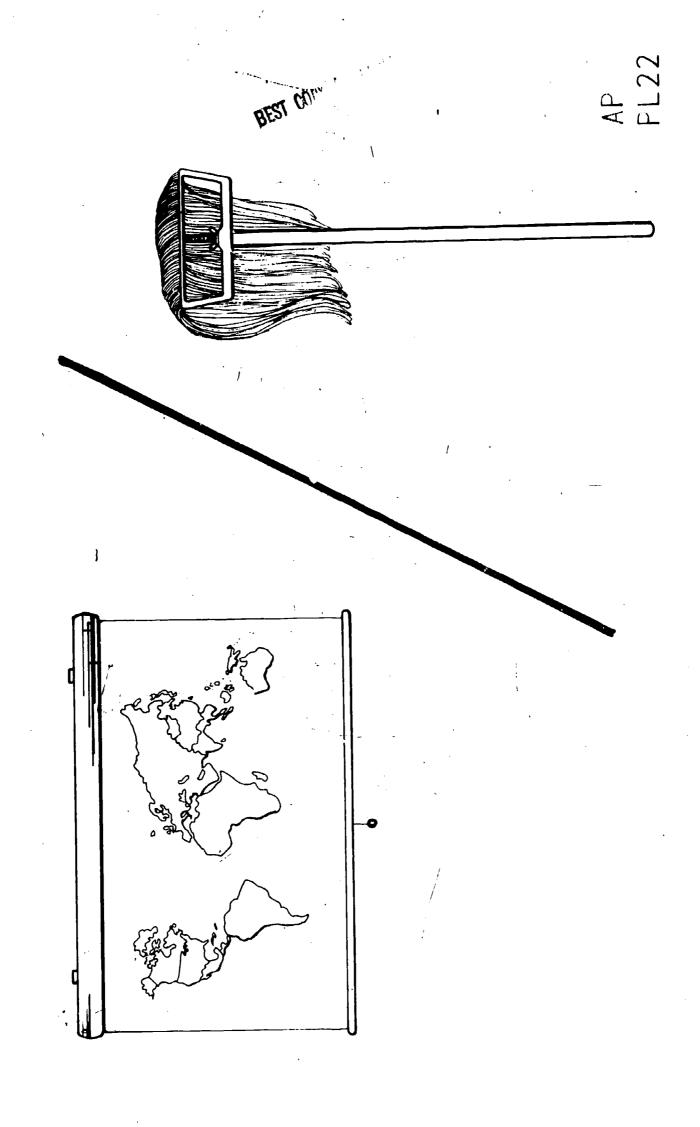


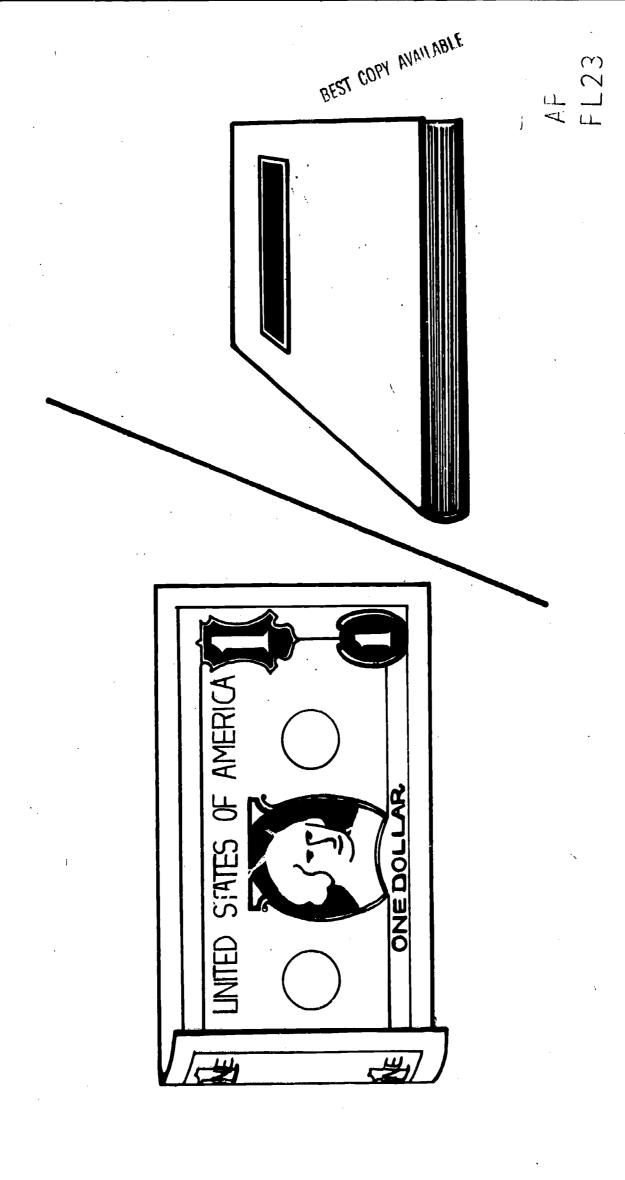


FL20

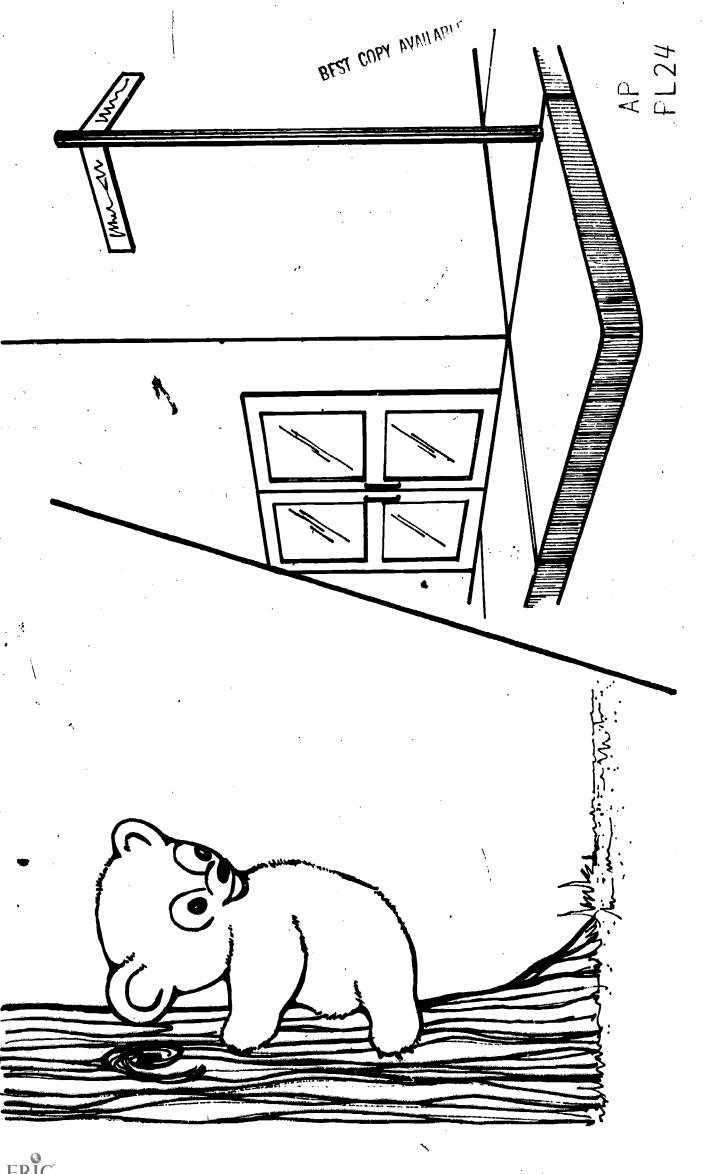
AP PL21

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